

JULY, 1954

The American School Board Journal

A PERIODICAL OF
SCHOOL ADMINISTRATION

In This Issue:

* Who Made That Grade in Science?—*Harrington*

* Democratic School Administration—*Wade*

* Human Aspects of Supervision—*Glicksberg*

* Administration for 14 Federal Grants-in-Aid—*Exton*

**YOU CAN GET RUST-PROOF AND
FRACTURE-RESISTANT* STEEL TOILET
COMPARTMENTS THAT STAY NEW
...ALWAYS!**

Sanymetal CENTURY Type Ceiling-Hung Toilet Compartments offer the utmost in sanitation and provide modern, distinctive toilet room environments for schools. When made of a Vitreous Porcelain on Steel, they have no equal.



... that reduce maintenance costs to an all-time low—that provide features *which cannot be duplicated by any other material* suitable for toilet compartments.

Sanymetal "Porcena" (Vitreous Porcelain on Steel) Toilet Compartments provide enduring beauty, fadeless colors, structural durability, resistance to acids, resistance to defacement and abuse. *Sanymetal "Porcena" Units will not fracture through their cross-sections.

Sanymetal Vitreous Porcelain on Steel Toilet Compartments are impervious to moisture, odors, uric and other ordinary acids, oils and grease, and are scratch-, scrub- and scribble-resistant. The flint-hard, glass-smooth surface can be kept as immaculately clean as a china plate. The glass-hard, lustrous finish of Vitreous Porcelain on Steel does not fade, tarnish, peel or discolor. The original luster and freshness of color is never lost.

Sanymetal "Porcena" (Vitreous Porcelain on Steel) is incomparable with any other material commonly used for toilet compartments. It is a life-time material that stays new two ways: (1) in appearance; (2) in structure! This everlasting newness is the result of a correct combination of the desirable qualities of the hardness of glass and the natural structural strength of steel.

Only Sanymetal offers "Porcena" (Vitreous Porcelain on Steel) Toilet Compartments. It is unlike paint enamel or lacquer-finish steel because the vitreous porcelain is fused to steel at temperatures ranging from 1350° to 1550° F. This impregnates the steel with vitreous porcelain enamel and makes it corrosion-proof in the event the surface is ever damaged. Be sure to get rust-proof, fracture-resistant Sanymetal "Porcena" Toilet Compartments.

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Sanymetal Toilet Compartments embody the results of specialized skill and experience in fabricating over 1,000,000 toilet compartments in 40 years in all types of buildings. Ask your architect about planning suitable toilet room environments that will always stay new. Refer to Sanymetal Catalog 21st in Sweet's Architectural File for 1954 and Catalog 13th in Sweet's Industrial File for 1954.



WAV PAG

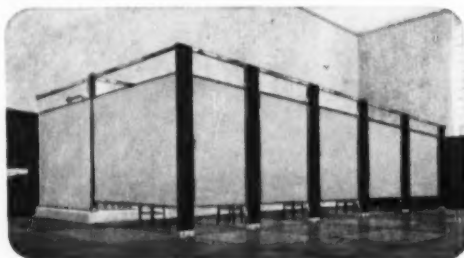
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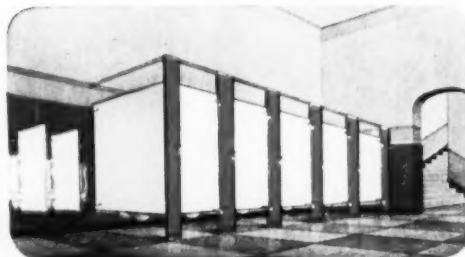
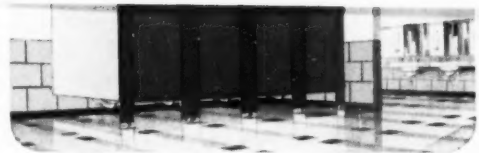
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**TOILET COMPARTMENTS, SHOWER
STALLS AND DRESSING ROOMS**

Sanymetal ACADEMY Type Shower Stalls and Dressing Room Compartments provide the utmost in convenience and sanitation for gymnasiums, stadium dressing rooms, YMCA's, clubs, trailer camps, motels, etc.



Sanymetal NORMANDIE Type Toilet Compartments endow a toilet room environment with dignity and good taste.



Sanymetal ACADEMY Type Toilet Compartments are widely used where a floor-supported, rigid installation is required. Available in Sanymetal "Porcena" (Vitreous Porcelain on Steel).

AVY GIES



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*and lush
ly surrounded
is homes of*

FOR NEW HOTEL

which overlook pleasant vistas. Indoor
ns include fan-shaped dining room and
ub, private party rooms, large ballroom
ious rooftop cocktail lounge-cafe with
mountains. Outside is a cabana-ringed
ig pool, screened from traffic. As in
ousands of other hotels and high ranking
s of every kind, efficient, economical and
g SLOAN *Flush VALVES* were specified for
ion throughout this newest Hilton Hotel
proof of preference that explains why . . .

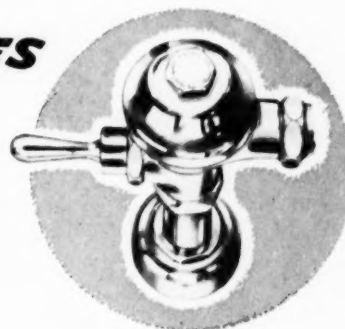
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are sold than all other makes combined

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Another achievement in efficiency, endurance and economy is the SLOAN *Act-O-Matic* SHOWER HEAD, which is automatically self-cleaning each time it is used! No clogging. No dripping. Architects specify, and Wholesalers and Master Plumbers recommend the *Act-O-Matic*—the better shower head for better bathing.

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YOU CAN GET RUST-PROOF AND FRACTURE-RESISTANT* STEEL TOILET COMPARTMENTS THAT STAY NEW ...ALWAYS!

... that reduce maintenance costs to an all-time low—that provide features *which cannot be duplicated by any other material* suitable for toilet compartments.

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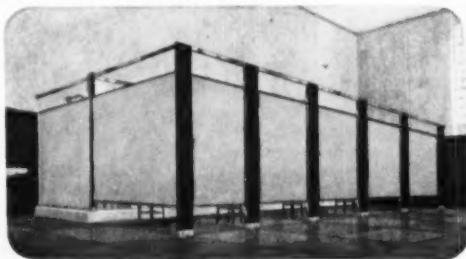
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TOILET COMPARTMENTS, SHOWER STALLS AND DRESSING ROOMS

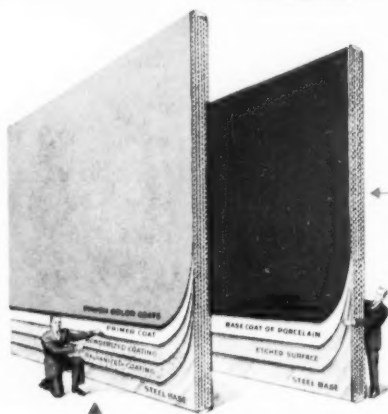
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Sanymetal "PORCENA"
(VITREOUS PORCELAIN ON STEEL)
The Ageless and Fadeless Material



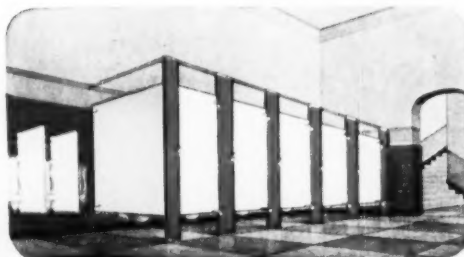
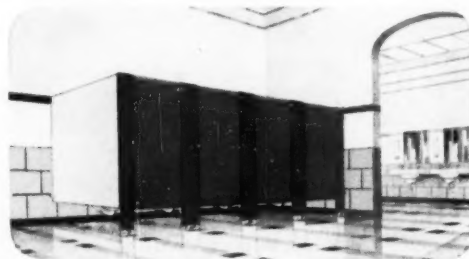
This is Sanymetal
"PORCENA"
(Vitreous Porcelain on Steel)

A metal base material that is impervious to moisture, odors, cleaning and uric acids, oils and grease. It is rust-proof and shock-proof and available in 21 glistening colors.

This is Sanymetal
"TENAC"
(Baked-On Paint Enamel over Galvanized, Bonderized* Steel)

A metal base material that is notable for the positive adhesion of the baked-on paint enamel to the metal and its resistance to corrosion. Its lustrous, protective finish assures long-lasting newness. Available in 21 gleaming colors.

Sanymetal NORMANDIE Type Toilet Compartments endow a toilet room environment with dignity and good taste.



Sanymetal ACADEMY Type Toilet Compartments are widely used where a floor-supported, rigid installation is required. Available in Sanymetal "Porcena" (Vitreous Porcelain on Steel).



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& ASSOCIATES
architects and engineers

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CONSTRUCTION CO.
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plumbing contractors

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OF THE PACIFIC
plumbing wholesalers

This California hotel is being erected in large and lush Beverly Hills, the suburban area that is completely surrounded by Los Angeles and is world-famed for its luxurious homes of celebrities of screen, radio, television and stage.

AUTOS INFLUENCED SITE FOR NEW HOTEL

• On an extensive triangle at the junction of two famous boulevards in Beverly Hills, a 13-million dollar resort-type hotel will soon be the Hilton response to the eight out of ten hotel guests who prefer auto travel. By reason of its choice suburban site and double deck parking space for 1000 cars, the new Beverly Hilton will combine luxury hotel, entertainment rendezvous and shopping center, all within a few minutes from busy downtown Los Angeles. Nearly all of the 450 guest rooms have floor to ceiling windows and private

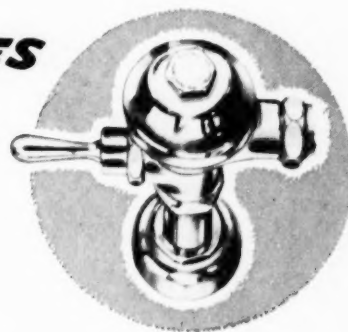
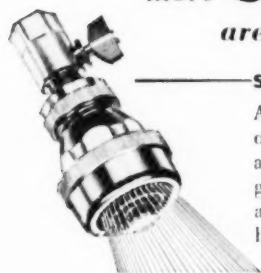
balconies which overlook pleasant vistas. Indoor attractions include fan-shaped dining room and supperclub, private party rooms, large ballroom and spacious rooftop cocktail lounge-cafe with view of mountains. Outside is a cabana-ringed swimming pool, screened from traffic. As in many thousands of other hotels and high ranking buildings of every kind, efficient, economical and enduring SLOAN *Flush VALVES* were specified for installation throughout this newest Hilton Hotel—more proof of preference that explains why . . .

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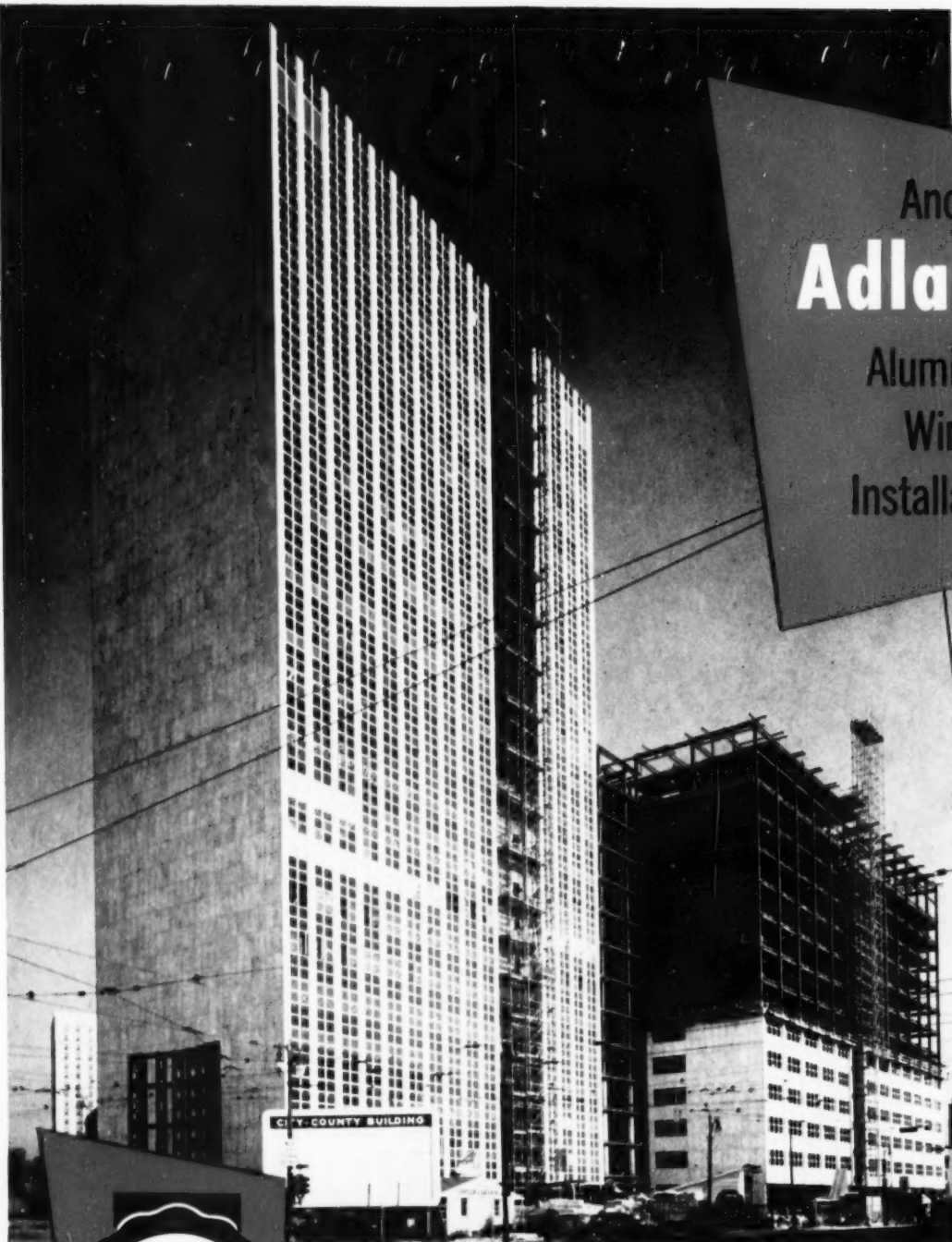
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Another Adlake Aluminum Window Installation



City County Building, Detroit, Michigan—Courts Unit (left) and Office Unit (right)
Harley, Ellington & Day, Architects—Bryant & Detwiler, General Contractors.

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This window meets or exceeds
all quality industry specifica-
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VOL. 129

NO. 1

July
1954

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THE AMERICAN School Board Journal

A Periodical of School Administration

CONTENTS

School Board and Parent-Teacher Co-operation N.S.B.A. and N.C.P.T. Co-operation	Edward M. Tuttle	5
A Community's Responsibility to Its Board of Education	Pat Hughes	17
Who Made That Grade in Science?	E. R. Harrington	19
Superintendent-Staff Communications	Robert M. Kubik	21
The Strain on Our School Administrators	O. W. Davison	23
Democratic School Administration	Harmon V. Wade	25
Internships and Apprenticeships in Educational Administration	Clarence A. Newell	26
Human Aspects of Supervision	Charles I. Glicksberg	27
Before Building an Addition to an Old School	M. R. Sumption	30
Ogden's Ben Lomond High School		31
A Comprehensive High School		37
The Administration Unveils Its Plan for 14 Federal Grants-In-Aid	Elaine Exton	41
Public Inspection of Minutes of Board Meetings	Stephen F. Roach	44
Parade of the School Administrators	Maynard Bemis	45

EDITORIALS:

Integration, How Soon?	46
Washington's Example	46

DEPARTMENTS:

School Administration News	48
School Law News	50
School Board News	53
School Building News	54
Personal News	56, 62
New Publications for School Executives	58
News of Products for the Schools	64



modern gymnasium-auditoriums deserve
"the finest floor that grows"



ABOVE—Oak Lawn Community High School, Oak Lawn, Ill. Madden & Connor, Architects, Harvey, Ill. Flooring, Northern Hard Maple.

See Sweet's
(Arch. 12k-MA) or
write for AIA data
file folder and latest
listing of MFMA-
approved floor finishes
and methods.

NORTHERN HARD MAPLE

The multi-purpose room, so characteristic of the modern school building, ought always to be floored with Northern Hard Maple. And for reasons that aren't mere whims or opinions.

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And for other purposes, your Maple floor is, invariably, either better or equally acceptable. Cost of MFMA-certified Maple, especially in the handsome, thoroughly sound Second-and-Better grade (popularly known as "the gymnasium grade") is no more than most substitutes—often less. Maintenance is cheaper, service life *much* longer, satisfaction *much* greater. This, gentlemen, is a fair and true statement of the case. We believe you'll agree it points to Maple emphatically as the prudent choice.

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School Board and Parent-Teacher Co-operation

N.S.B.A. and N.C.P.T. Co-operation

EDWARD M. TUTTLE

As I have pointed out more than once, but cannot too often emphasize, there are in this country three groupings of organizations with reference to the public schools.

On the one hand, we have the groups of professional educators (administrators, supervisors, principals, teachers, specialists in various fields, etc.) whose direct and primary concern is with the schools and the improvement of the educational program.

On the other hand, we have the multitude of organizations of lay citizens in every conceivable area of life (business and industrial associations, farm groups, labor groups, professional groups, service clubs, veterans organizations, women's groups, and a host of others) whose interest in the schools is indirect but nevertheless real. Theirs is the concern which every citizen and group of citizens should feel toward public education.

Between these two groups of organizations, there are two individual organizations which are in a unique position to interpret the profession to the laity and vice versa, and to strengthen the co-operative relationships between them in behalf of improvement in the educational program. One of these organizations is the school board which bears the legal responsibility for the conduct of the schools, and whose state and national associations are dedicated to raising the standards of school board membership and service. The other is the parent-teacher association, a voluntary organization at local, state, and national levels.

It is obviously natural that school boards and P.T.A.'s, since they are working for the same ends though by different methods, should co-operate closely at all levels. No one claims that either is perfect or has all the answers, but certainly the leadership in both groups is sincerely devoted to American public education and anxious that all possible advancement be made.

P.T.A. Progress

I write this July article just after returning from the 58th annual convention of the National Congress of Parents and

Teachers which this year was held in Atlantic City, May 23-26.

The N.C.P.T. has a long and notable record dating from its founding in 1897. In recent years its growth and expanding influence have been phenomenal. There are now more than 40,000 local units and nearly 9 million members in the National Congress.

The Atlantic City convention was attended by some 2500 persons, largely women, but with a fair sprinkling of men, from every state and territory. Over 1000 of them were qualified voting delegates charged with conducting the affairs of the association. An excellent program was smoothly handled by the national president, Mrs. Newton P. Leonard, and her aids. It offered a well-balanced combination of general sessions, discussion and clinic groups, film showings (including two runs of *School Board in Action*), and the closing banquet. Under the general theme of "Better Homes, Better Schools, Better Communities for a Responsible Society," major subjects considered were "Strengthening

the Program and Leadership of the Local P.T.A.," "Acute Problems Still Facing the Schools," "The Service and Responsibility of the *National Parent-Teacher Magazine*," "New Approaches to Juvenile Delinquency," and "Education and the Climate of Freedom." At all times emphasis was placed on practical suggestions of ways in which parent-teacher associations may assist constructively in improving the educational program at local, state, and national levels.

N.C.P.T. Honors N.S.B.A. Secretary

At the opening session of the National Congress of Parents and Teachers on Monday, May 24, two Life Membership awards were made. This is the highest honor which the N.C.P.T. can bestow. One award was presented to Mrs. Agnes Meyer, wife of the publisher of the *Washington Post* and herself a member of the National Citizens Commission for the Public Schools. The other was given to the executive secretary of the National School Boards Association in recognition of the growing stature and influence of the school boards association movement.

In the course of my acceptance of this award as further evidence of the bonds of co-operation and good will between the N.C.P.T. and the N.S.B.A., I took occasion to make the following observations:

"Public education is facing many problems in the areas of teacher supply, buildings, curriculum, finance, and others. But our greatest problem is how to enlist the understanding and support of the American people for what is literally the nation's first line of defense and the greatest constructive force in its possession for the preservation of our freedoms and the advancement of the democratic way of life.

"We need to make bigger plans, to aim higher in our aspirations and in our efforts. As Walter Lippmann so dramatically expressed it in his speech at the fifth annual dinner of the National Citizens Commission for the Public Schools in San Francisco last March, 'We must lift ourselves as promptly as we can to a new and much higher level of interest, of attention, of hard work, of care, of concern, of expenditure, and of dedication to the education of the American people.'

(Continued on page 6)

TELLTALE

He who gossips to you, will gossip of you.

— TURKISH PROVERB

Dangerous indeed are talebearers who gloat over bits of "secret information" which they impart with complete irresponsibility. They make no effort to ascertain the truth of what they say. They have no concern for the damage their gossip may do. With thoughtless indifference, if not with malice aforethought, they ruin reputations, blight plans for progress, turn friend against friend, instigate community strife. They are the world's troublemakers, and some of them are to be found in every community. Guard well against their insinuations, for if you lend a willing ear, you may find yourself the next victim. — E. M. T.

(Continued from page 5)

"The late Walter Hines Page once said that 'the ability to maintain schools is in proportion rather to the appreciation of education than to the amount of wealth. We pay for schools,' he said, 'not so much out of our purses as out of our state of mind.' This is clearly evident today when America's purses are full to overflowing with such wealth as the world has never seen before, but when our inadequate investments in education are so often a source of argument and contention.

"The solution, in my judgment, lies in a continued and stepped-up crusade to help our people to acquaint themselves with the potentialities of their schools and

with the significance of a universal system of free, public education in a world where the worth, dignity, and freedom of the individual are being challenged as never before. It is my conviction that when a majority of our people do understand the situation they will support their schools far beyond the present dreams of leaders of parent-teacher and school board associations. I give you this epigram as a slogan: 'Public schools will keep America strong and free if the American public will keep the schools free and strong.'"

June Conferences

The executive secretary of the National

School Boards Association had a heavy schedule of important meetings during the month of June.

First came the Southern States Work Conference at Daytona Beach, Fla., June 7-12. For three years one important study of this conference has been devoted to "School Board Leadership." During the past 12 months, a tentative report of this study has been submitted to the state school boards associations in the area involved for review and criticism. It remained for this year's working group to put the report into final shape for publication and distribution. Leader of this project is Dr. Eugene S. Lawler, Professor of Education, The Florida State University, Tallahassee.

Meeting at the same time and place as an "affiliate" group, leaders of the state school boards associations in the Southern States held a regional study conference of the N.S.B.A., made possible with the assistance of the Southern States Cooperative Program in Educational Administration (CPEA) Center at Peabody College, Nashville, Tenn., Truman M. Pierce, director. Chairman and secretary of this study conference were L. E. Meece, Kentucky Association secretary, and William B. Rich, Tennessee secretary, respectively. This Southeastern Regional Conference of the N.S.B.A. followed the pattern established during the past two years in the Midwest Region with conferences centered at the University of Chicago (see the AMERICAN SCHOOL BOARD JOURNAL for October, 1952, and September, 1953). This year the Midwest Regional Conference will be held in Des Moines, Iowa, July 23-25, with limited assistance from the Midwest CPEA Center and a larger proportion of support from the state associations. These regional conferences of the N.S.B.A. are designed further to improve the functioning of local boards of education and their state and national associations.

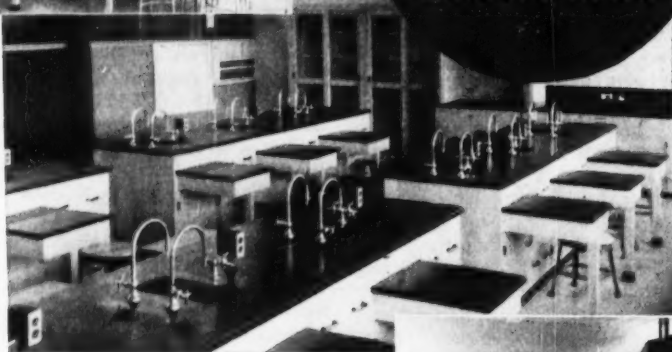
On June 14-15, the N.S.B.A. was represented by its executive secretary at a conference of editors and educators at Columbia University, in New York City. This conference was held under the joint sponsorship of the Magazine Publishers Association and the National Education Association, with some lay leaders included. The purposes of the conference were "to promote understanding among representatives who attend, to survey and develop common interests with a view to reinforcing and promoting those interests, and to protecting and furthering the traditions and practices of the mass information and education agencies." In view of the increasing number of articles, both helpful and harmful to the schools, which have been appearing in national magazines, this conference assumed a high level of importance, and I hope to be able to report some of its outcomes in these columns next month.

On June 22-25, at the State Teachers

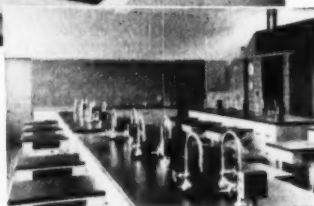
(Concluded on page 8)



SEE HOW
KEWAUNEE
EQUIPPED THE
LABORATORIES



*Prize-Winning
School*



GLENBROOK HIGH, NORTHBROOK, ILL., ARCHITECTS: PERKINS & WILL

Note how these Kewaunee Lincoln Desks provide maximum student capacity with the utmost in working convenience. Lincoln Desks are just one of the exclusive features that have made Kewaunee the nationwide favorite for finer schools.

You pay no premium for all the extra values Kewaunee gives

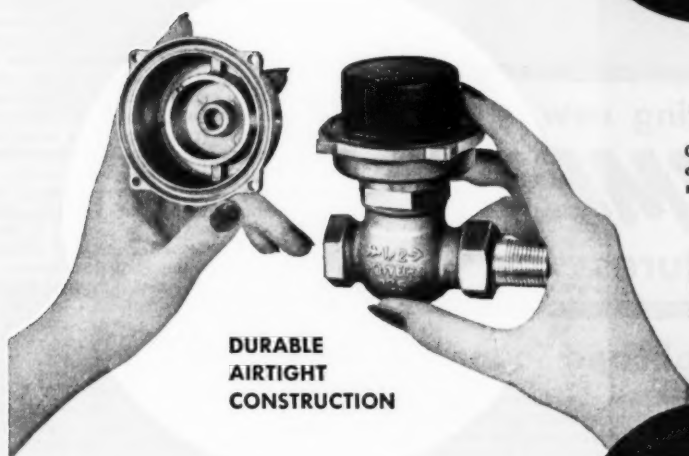
1. Nearly 50 years of experience in serving the Educational Laboratory Field.
2. Incorporating the practical suggestions that have come from America's leading educators and technicians.
3. The finest quality throughout, both in materials and workmanship.
4. Famous KemROCK Resistant Tops for working surfaces.
5. A wide selection of equipment to meet every possible laboratory need.
6. The Free services of a Kewaunee Engineer—available without cost, to save you time, space and money.

Whatever your School Laboratory needs may be—in wood or metal—write for the Kewaunee Catalog. See how Kewaunee Unit Assembly design can give you a "Prize-Winning Laboratory" at no extra cost.

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CONSTRUCTION**

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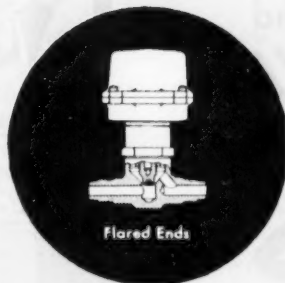
**No Packing Maintenance. No Leakage
of Water or Steam. No Loss of Vacuum.**

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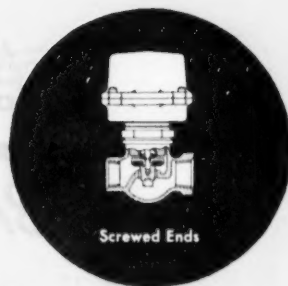
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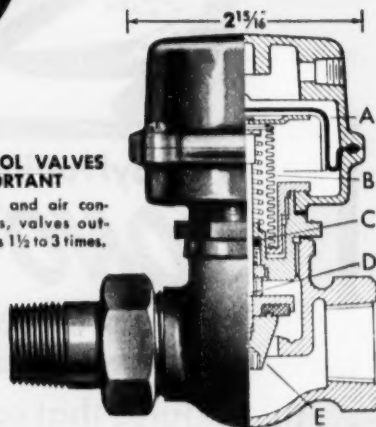
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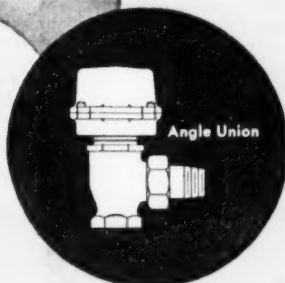


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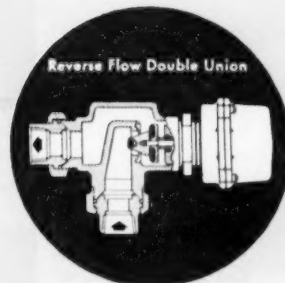


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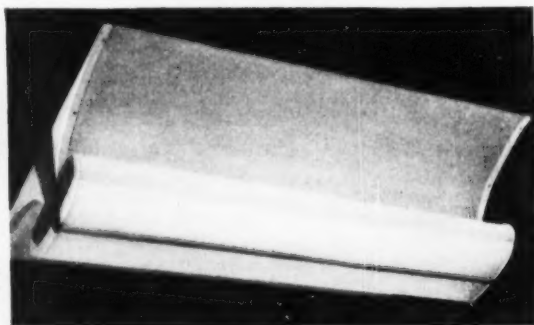
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(Concluded from page 6)

College, in Albany, N. Y., the most important conference of the year on an adequate supply of competent teachers was held under the auspices of the National Commission on Teacher Education and Professional Standards. The theme of this conference was "Competent Teachers for America's Schools—Lay-Professional Action Programs to Secure and Retain Qualified Teachers." The planning committee, of which I was a member, sought to induce a large number of board members, citizens, and representatives of lay groups to attend this conference along with the professional people and to contribute their experiences and ideas. The state boards associations, particularly in the Northeastern States, co-operated to provide participants and action programs for this conference, which I hope to report on later.

The National Council of Chief State School Officers scheduled its annual meeting in New York City, June 22-26, at the same time as that of the Commission on Teacher Education in Albany. Unfortunately, I could not attend both, but hoped to have the N.S.B.A. represented at the N.C.C.S.S.O. meeting by one of our officers or directors since it is of great importance that sound working relationships be established and maintained between state school boards associations and their respective state education departments, and between their organizations on the national level.

Finally, from June 27 through July 2, the summer meeting of the National Education Association was scheduled to be held in New York City, with general sessions and exhibits in the famous Madison Square Garden. I have been asked to represent the school boards on two of the panel discussions.

Convention Plans

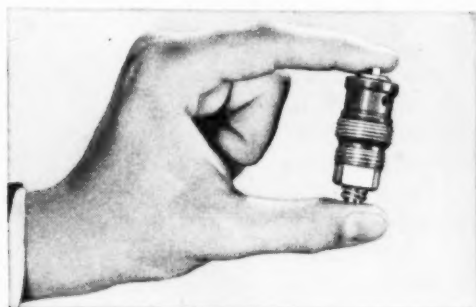
N.S.B.A. President J. G. Stratton of Oklahoma will be attending the Regional Study Conference at Daytona Beach, mentioned above, and this will enable him and the executive secretary to plan in greater detail for our 1955 Convention which, you will recall, is to be held at the Jefferson Hotel, in St. Louis, February 24-26. With the convention in the Middle West instead of on the East Coast, we hope that attendance will far exceed that of any previous year. Each local board should try to be represented by at least one member who can take back a report of ideas and suggestions gleaned from the speeches and discussions. Room reservations should be made as early as possible, either by your superintendent on blanks supplied to him by the American Association of School Administrators, or directly by your board on similar blanks stamped "School Board" which may be secured from the office of your state school boards association. Please do not ask the N.S.B.A. to make reservations for you. We do not have facilities to handle such requests.

Motion Picture Distribution

During the first three months of promotion, 84 prints of the N.S.B.A.-Kellogg film *School Board in Action* were sold to centers in 36 states. This is an excellent beginning sale for an educational film, but we are hopeful that it will continue to increase during coming months especially after schools reopen in the fall. *School Board in Action* is the only film in existence on school board operation, has been enthusiastically approved by all who have seen it, and should be viewed by citizens and taxpayers as well as by board members, administrators, teachers. Information can be secured by writing the National School Boards Association, 450 East Ohio Street, Chicago 11, Ill.

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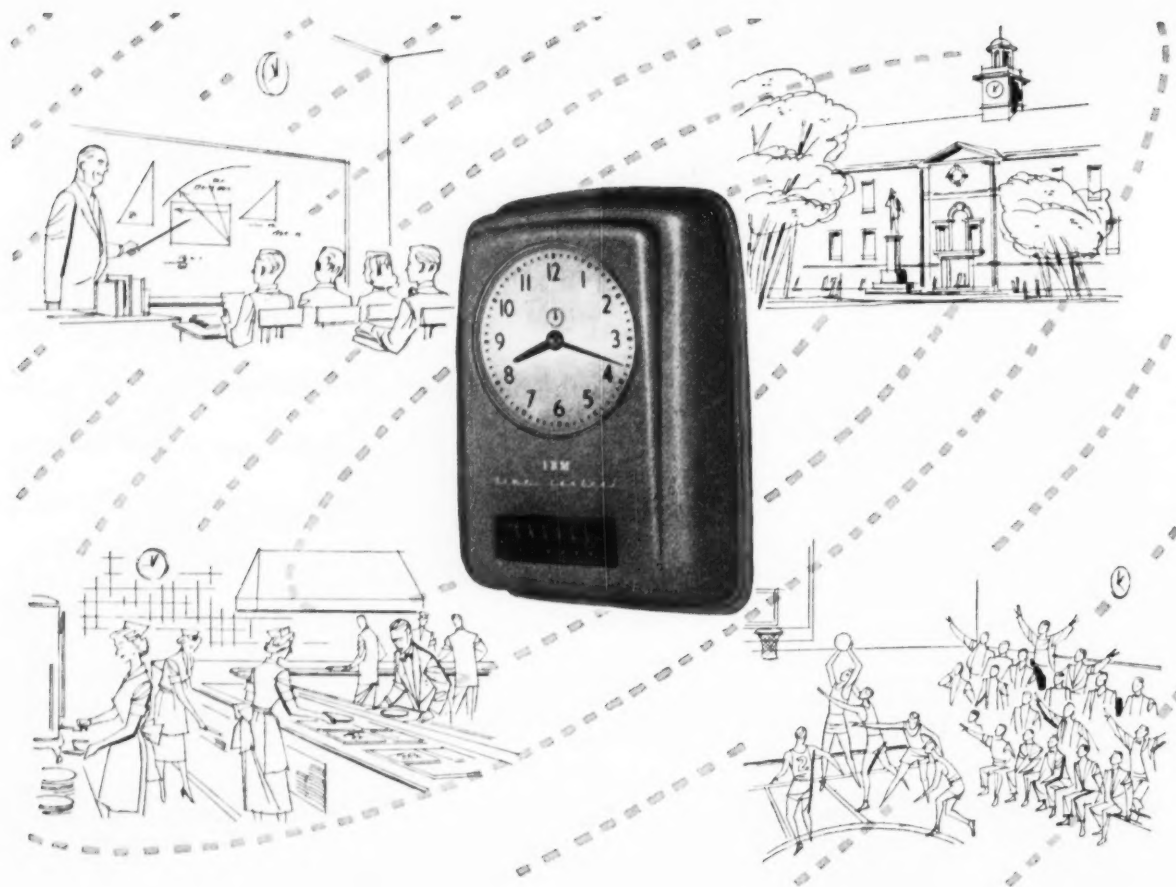
The time to solve the problem of corridor traffic is when your new school building is in the planning stage. The place to solve it is on your architect's drawing board. And nothing can contribute more to its solution than proper placement of toilet and washroom facilities.

For example, ask your architect to explore the traffic-

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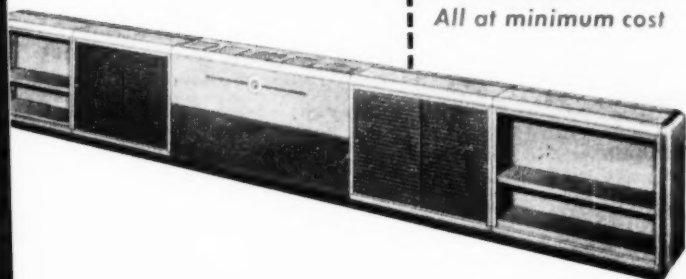
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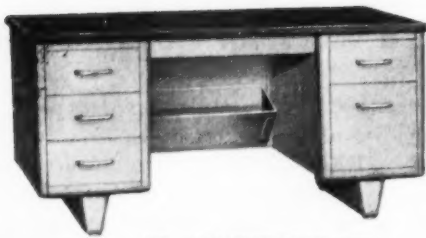
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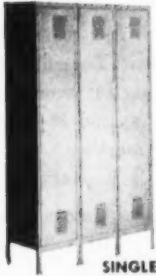


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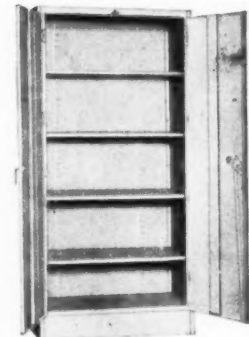


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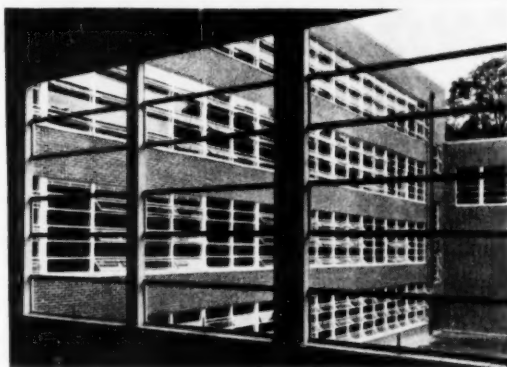
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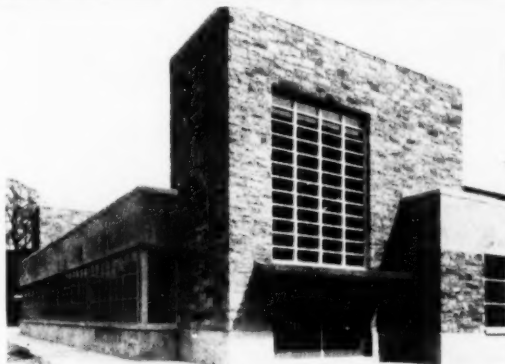
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Why so many of America's finest schools have

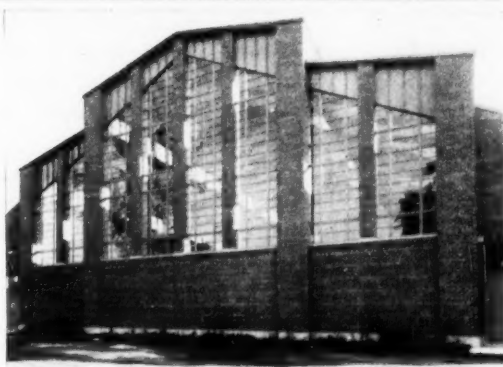
Fenestra Intermediate Steel Awning Windows in Clemson College Chemistry Building, Clemson, South Carolina. Architects: Hopkins & Baker of Anderson, S. C. Contractor: Industrial Builders, Inc., Anderson, S. C.



Fenestra Intermediate Steel Awning and Projected Windows in Lower Merriam Schools, Ardmore, Pa. Note how the high bank of windows in the entrance wall lights the stairway. Architects: Savery, Scheetz & Gilmour, Philadelphia. Contractor: Frank V. Warren, Philadelphia.



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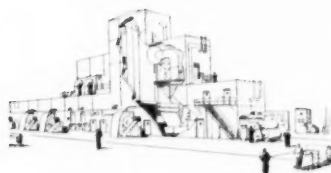


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A Community's Responsibility to Its Board of Education

PAT HUGHES

Teacher
Eastwood High School
Syracuse 6, N. Y.

Once in a while a teacher tries to visualize or structure the relationships as they exist, or might best exist, in the school system of which he is a part, and in the community of which the schools are a part. In so doing, it becomes fairly apparent that authority, duties, and responsibilities are well defined but face limitations as to direction. Responsibility is quite apparent and real in one-to-one, one-to-a-few, or even one-to-many relationships.

Any single individual's responsibility to a group actually presupposes a certain amount of responsibility of the group to that individual. There are many examples of this: a player to his team and vice versa, the two-way responsibility of pilot and crew, of teacher and class, of bus driver and passengers. However, in the absence of lines of authority, the assumption of responsibility tends to become indistinct, if not non-existent, on the part of the many to the one or the few.

People become school board members because they feel a responsibility to the community. Seldom, if ever, is this awareness to duty reciprocated. It would hardly seem appropriate for an administrator to write a letter to the press relative to this situation, so it could be that the teacher wins the job by default. It would be best if such a letter had the approval of the school administration. Following is a letter to the press drafted by a teacher. The author has been advised that the letter should be given wider circulation than would be possible in a local paper, and

that it should be made available more widely in the United States. On the assumption that such a letter should best have the encouragement of administration, an educational journal reaching administrators seems to be a more likely medium.

A COMMUNITY RESPONSIBILITY

Sir: The desire to serve others is a characteristic of the human race. This desire becomes evident in various ways. People reaching a point where their economic affairs are under control for the moment look for a way to serve others. Some become school board members. The number of school board members in the United States exceeds 350,000. This indicates that such a number has a desire to serve, a desire to improve, a desire to represent, a desire to look into the future, a desire to better their fellow men; they become school board members because they feel a responsibility to help the community.

Once in office, however, the community has shown a classic indifference to its own board with the possible exception of two stormy periods: (1) the period when big issues arise, or dilemmas are encountered, and (2) the period preceding election, or appointment.

The community votes and forgets, remembers again during a period of stress, or decision, then forgets. But the notion persists that the community has certain *responsibilities* to its board which do not end when the vote is cast,

or the appointment made. First of all, the community should think of this body as a "community board of education" rather than a "school board." The community should see that its board can serve and act as a free agent on behalf of the whole community rather than as a representative of a particular group instrumental in any individual board member's election, or appointment. Dr. Jones's Rights of Board Members¹ might well be community responsibilities.

Policy Making

The board should be recognized as a policy-making body whose function is to set up principles that guide action, a body that formulates policy, as well as makes decisions on the basis of policy. A community should recognize that a board member, like all educational personnel, is capable of improvement through experience and in-service education, and may want help from the community in terms of the various and unique competencies needed and available, during his growth between orientation in, and retirement from, the board.

It is the responsibility of the community to provide *groups of lay people*. This expression is not to be confused with the term *lay group*. A lay group may be a club or organization, already in existence, or it may be a group organized to take one side in a controversy. Such a group does not weigh evidence carefully but permits an opinion to become a cause. Any small lay group with plenty of ability and drive can be articulate and vocal to the point where the impression is given that the

¹Howard R. Jones, "A Bill of Rights for School-Board Members," *University of Michigan School of Education Bulletin*, XXIV (Nov., 1952), 17-22.

whole community is represented. Such a lay group sometimes forms on the basis of dissatisfaction alone. These groups get results, too.

Better is a group of lay people to work *with* the board, recommending improvements in the school program and the school facilities on the basis of objective, impartial research. The community should consider these recommendations as a verdict of a jury of peers. These lay people should be assembled on the basis of the competency needed for a specific job to be done, an issue to be faced, a decision to be made, a chore that is the reason for forming this particular *lay advisory council* or *committee*. It is a lay extension of the board; it is a one-shot proposition. For the next issue, the next problem, the next project, a new council should be formed with the new competencies needed.

Encouragement Necessary

The community has a responsibility to its school superintendent through its school board. If the board and its lay advisory councils are backed wholeheartedly, issues will be met at the board level. They should not grind up through the whole system causing trouble on the way. They should be decided on board policy, letting the superintendent emerge from issues and dilemmas without battle scars, enemies, or an overcautious attitude. The superintendent should be left free to perform his own duties unhampered, strong, unassailed, for the best board cannot be better than its superintendent. What is the *best* board?

With a community board of education, the question is not, "How were the members elected?" Nor is it even, "Who were the members elected?" The question is, "Now that we have a board, how can we let it know we are behind it in its one over-all reason for existing, i.e., to provide the best possible education for the child?" The board needs encouragement in this. It does not need *prodding*.

Prodding, whether it be from the people for more and better school buildings, or from the teachers for more salary, or from taxpayer units for lower costs, leads to *ad hoc* solutions and decisions on the basis of expediency, with all their concomitant irritations, frictions, and mistakes. All these tend to defeat and make more difficult, if not impossible, careful, deliberate speculation and action by the board in the formulation of basic philosophy relative to salaries, buildings, etc., in the arrival at policy in the face of issues and changes engendered in the local, state, and national society and culture. Prodding defeats objective decisions on the part of the board, prevents the antici-

pation of, the planning and provision for, problems growing out of change; it fosters hasty demands and interim compliances; it negates the spirit and the findings, and the objectives based on these findings, of local educational research and study. Long-range and short-range objectives may be based on needs uncovered and identified in this research and study. Yielding to immediate pressures and imperative demands in a part of a whole system can interfere with planning for the whole; long-range resolution of issues is tabled or stalled.

It is in the American tradition that the impetus for educational improvement has always originated at the local level, that education, though a state function, is a local responsibility, and by local is meant the local community. But how can the local community assume this responsibility to its board of education? How can it make its encouraging attitude known to its board?

Community members can write to the board as a whole; they can express orally their opinions, their desires, and their constructive criticisms. They can write letters to their newspapers. They can support usefully instead of merely finding fault. The community as a whole can applaud and emphasize the good its board is doing. Faultfinding like bad news travels faster than praise or good news. Word of mouth communication inspired by a concern for today's youth and tomorrow's adulthood, can spread good news of the schools. Members of the board of education will differ among themselves at times, but their decisions must be made as a whole board. The community must be interested and should express its interest; it should remember that in the long run and almost without exception, school boards have evidenced common sense and wisdom.

Better Publicity Needed

The newspapers should print more than the commonplace local news concerning education. They should carry brief educational articles that will help the community interpret day to day educational happenings. Educational news does not have to be sensational. Spectacular facts should be reported as such, not so they give the impression that they are the norm of judging schools and school people. Disputes and differences at levels below the board can be decided on the basis of policy when they reach the board, if the board is free and takes the time to make sound policy. If the community can interpret local news items and come to see a localized issue as typical of issues faced by many communities, a state, or a nation, its approach to its community board of education will be altered.

The community members can arrange for speeches at clubs and organizations of every type, by informed educators who are competent in the interpretation of principles and policies, in the explanation of issues and dilemmas. Proceedings at school board institutes can be brought to the community through the press, the radio, and the television, so that public understanding, acceptance, and encouragement grow apace.

In closing, it must be remembered that a board of education is charged with maintaining an effective program of public education, and if it is to be successful, it must be accepted, supported, encouraged, and understood for what it is — a lay extension, and focal point, of community responsibility. The measure of its success will be success of its pupils, teachers, principals, superintendent as effective members of their own community and society.

SUPERINTENDENCY STANDARDS

Dr. Finis E. Engleman, Commissioner of Education for the State of Connecticut, calls attention in a bulletin of the Connecticut State Department of Education, to the necessity of school board co-operation in the professional improvement of the superintendency. He writes:

"In addition to teacher certification regulations, another fruitful area for the promotion of high standards of teaching skill lies in the encouragement of effective administration at the local level. First of all, state departments of education should play a large part in identifying the competencies and in developing more adequate preparation standards for the school administrators. One of the most significant movements in American education today is the growing awareness of the signal role of the superintendent of schools and of the need for his having a well-rounded training and broad experience.

"In attempting to raise the standards for superintendents state departments of education have an in-service education job to do with boards of education, so that they, too, will be appreciative of the preparation needed by their superintendents of schools. When standards for the administrator are adequate and boards of education recognize more fully their responsibilities for in-service growth of personnel, teacher-education standards will be raised, and markedly.

"So long as individuals with little or no professional preparation for leadership are elected to the superintendency by boards of education, teacher-education standards have little chance of rapid improvement. Certification agencies in many states have been weak at setting adequate standards for administrators. The pressures are against it. Recent developments throughout the nation, however, are encouraging. The superintendents, through their own professional organizations and with the assistance of state departments of education are taking vigorous steps to raise the requirements for those who enter their ranks."

Who Made That Grade In Science?

E. R. HARRINGTON

For the Albuquerque Public Schools
Albuquerque, New Mexico
Director of Secondary Education

In 1948 the writer made a study of the A grades which students had earned in 19 years in his science classes at the Albuquerque High School. The study showed some startling things: The children of the farmers and machinists outranked the children of the physicians and lawyers; the children of saloon proprietors looked better than the children of the ministers; and the loan sharks' children showed to greater advantage than did the children of the bank president. The results of this study appeared in the August, 1949, issue of the SCHOOL BOARD JOURNAL and the writer received many letters about it. Usually, the letters made inquiries as to what was known about the rest of the class grades, the B's, the C's, the D's, and the F's. At that time the writer did not know. During the past winter he completed a study taking in all the grades and he is ready to present his findings.

One often hears the statement that intelligence and ability in school are more likely to be found among the children from families in the higher economic levels. It is assumed that children of professional men and women go farther and do better in school than do the children of laborers and tradesmen. One is likely to hear this idea advanced guardedly by the upper-crust society, and one will often hear it advanced regretfully by laborers and tradesmen. The idea appears when the school board is about to build a new school building down off the hill or on the "other side of the tracks." Can the people over there really profit from an education? If they must be given new schools and better opportunities, what kind of opportunities? Should they be offered vocational subjects as befits their "station" or should they be given the cultural subjects taught in the new schools up on the hill, on the "right" side of the tracks. Perhaps this is putting it too bluntly, but the superintendents, and the boards of education in industrial towns, will recognize some of the implications. Let us see what the complete Albuquerque study presents in the way of answers.

A Representative Community

The writer has been head of the Science

Department in the Albuquerque High School from 1930 to the present time. During his tenure the town has increased in size from 25,000 to more than 100,000. Between 1930 and 1950, the time of this study, the high school was the only public secondary school in the area. We got students from all economic and social levels. The years of the study include the period of the nation's great depression, its war years, and every gradation of the cycle of "boom and bust" so characteristic of American times. The city's activities are diversified ones. The Rio Grande Valley in which the city lies is a farming country though most of the nearby farms have become city subdivisions and housing areas. The city contains a number of government establishments, a large atomic energy installation, a large railroad shop, some small manufacturing plants, and a number of hospitals for people with pulmonary disorders. In recent years the city has become something of a tourist center. It is the site of the University of New Mexico, the state's largest educational institution. It appears that Albuquerque is not too far from being a representative American community, and the years 1930 to 1950 certainly represent a fair cross section of recent times.

This study covers 20 years and 7084 students enrolled in physics, chemistry, geology, physical geography, meteorology, and air navigation. Some of the students took the courses from the writer because they were interested in scientific work; some took the work because it was known that the teacher was not renowned for his desire to cause as many people as possible to fail. (Thirty-two of the 7084 did fail.) Some entered the courses just for the credits. The writer did not look upon the students as a select group, rather as a general run-of-the-mill for the city.

The Method of the Study

To make a comparison of the students he adopted a *grade point average* system. A grade of A was valued at 3 points, B as a 2, C as a 1, D was listed as 0 grade point, and F and Drop were 0 grade point and no credit in the course, though the students

did count in the study. As an example let us rate the 90 children whose parents were life insurance salesmen.

16 grades of A valued at	
3 points each.....	48 points
21 grades of B valued at	
2 points each.....	42 points
29 grades of C valued at	
1 point each.....	29 points
18 grades of D valued at	
0 points each.....	0 points
1 grade of F valued at	
0 points each.....	0 points
5 cases were dropped from	
the rolls.....	0 points

90 cases with total
grade points of .119
The grade point average for life
insurance men = $\frac{90}{119} = 1.32$

In the following table the writer presents his findings, or at least his top-rank findings for all trade or professional groups, embracing more than ten pupils. These are arranged in descending rank of grade points received by the children:

Classifications	Grade Point Averages
Pawnbrokers and secondhand store proprietors	2.67
Self-supporting students	2.56
Government executives	2.20
Office clerks	1.90
Power shovel operators	1.84
Railroad station and freight agents	1.80
Professors and school teachers	1.79
Health seekers	1.78
Stationary engineers	1.76
Loan sharks	1.75
Automobile mechanics	1.73
Artists	1.65
Professional engineers	1.65
Saloon proprietors	1.64
Oil well drillers	1.64
Pool hall proprietors	1.62
Tourist court operators	1.57
Pharmacists	1.56
Bus drivers	1.53
Dentists	1.53
Lawyers	1.53
Ministers of the gospel	1.48
Physicians	1.48
Electricians	1.48
Railroad brakemen	1.48
Professional army-navy-marines	1.48
Band officials	1.48
Real estate salesmen	1.47
Secretaries	1.45
Bakers	1.45
Jewelers	1.45
Locomotive engineers	1.45
Traveling salesmen	1.44
Small manufacturer	1.44
Photographer	1.43

Railway conductor	1.41
Printer	1.41
Barber	1.39
Truck drivers	1.39
Store clerks and cashiers	1.37
Railroad clerks	1.37
Life insurance salesmen	1.32
Advertising managers; sales managers	1.32
Accountants (C.P.A.)	1.30
Bookkeepers	1.30
Policemen	1.29
Farmers	1.27
Wholesaler	1.26
Butcher	1.26
Hardware store proprietor	1.25
Author and editor	1.24
Restaurant proprietor	1.24
Stenographer	1.23
Nurse	1.22
Post office workers and mail clerks	1.20
Government clerks	1.18
Railroad firemen	1.16
Clothing store proprietor	1.15

The table continues in this fashion to include children of grocers at 1.11; filling station operators at 1.09; contractors at 1.07; politicians (including a governor, a senator, and two representatives in Congress) with 1.02, and so on down to bartenders at 0.62.

Some Inferences

And what can the writer infer from this study? To begin with, the study includes more cases than did the much advertised report of Dr. Kinsey. The writer will draw no extravagant inferences from it, but he flatly states that the idea that the intelligence and talent of children is concentrated in the professions is a pure myth. He does not say that the mechanic's child is superior to that of the physician or lawyer, even though this study might give that clear intimation. Neither does he assume, as is sometimes done, that physicians or lawyers are superior in intelligence to barbers, truck drivers, farmers, policemen, or stenographers. The study just doesn't bear out such assumptions. The writer does not infer that superior intelligence is found among saloon proprietors as compared to ministers of the gospel; neither can he admit that mail clerks are any less endowed with intelligence than college professors. Certainly, the writer figures that intelligence, like gold, is "where you find it."

When large groups are considered, the professional group outranks the agricultural group or the skilled trades group. This is due especially to the showing made by the children of the school teachers who scored far higher than the children of the ministers, physicians, and lawyers. Our government executives appeared to be a capable lot, scoring far higher than the big, elected politicians. The expression "dumb cop!" appears to come from resentment rather than from fact. It would seem that one would have a better chance to outwit the bank executive than the loan

shark, and one certainly would do well to forget about beating the pawnbroker in a trade.

Successful Men and Women

But, seriously, these 7084 students are not just "cases" to the author; they are real people and he has followed their work after they left school. A butcher's boy heads up the medical division of one of the greatest laboratories of the world. A saloon keeper's boy is enjoying a nice practice as a physician, while his brother who is a doctor of science, is an up-and-coming nuclear physicist. A clerk's son has gained a Ph.D. in physics, is a research worker for a great electrical company, and holds as many patents as did Thomas Edison at his age. The barber's boy, in spite of parental opposition, has become a fine research mathematician. The son of a town "drunk" is now the vice-president of one of our large automobile manufacturing companies. A girl, taken from her dissolute parents by the courts, has become a nurse, while another girl, scarcely more fortunate in inheritance, is now a professional meteorologist and can support her husband in style. A nurse's son is the editor of a newspaper, and the pawnbroker's boy left the security of a full colonel's commission in the army to become a physician, while another pawnbroker's son is a topflight career diplomat. A brakeman's son and a bus driver's son are physicians with good practices and the housemaid's son has done so well at his law business that now he practices only before the highest courts of the land. A seamstress' son was a major in the air force and is now a professor in a large engineering college.

The writer mentions these people to point out the undeniable fact that you do not have to have a professional family background to be able to do big things. There can be no "right" or "wrong" sides of the tracks as far as education is concerned. One finds talent in as great abundance one place as another. But scholastic attainment and scholastic ability are two different things. Often the capable children of poor parents have no possibility of going on to an education geared to their capacity. Four years ago the writer had two of the most capable students he had ever seen. These boys did not try for any scholarship in the nation because there was not a single such scholarship that they could have afforded to win! The scholarships that are offered only give a person a down payment on something he cannot afford. If a high school boy shows extraordinary ability at football or basketball, he is sought out by colleges and offered a living wage to "continue his education." Not so the boy who is well endowed with ability in physics or mathematics. But in the end it is this mathematician or physicist or chemist or biologist who will save the nation.

More Scientists

On May 8, 1954, Dr. Lee DuBridge, president of the California Institute of Technology stated that the Russians are training twice as many young scientists as is the United States. He stated that it is vital that the United States encourage the education of more scientists in order to stay in existence as a powerful nation. Some nations far poorer than ours so subsidize the education of scientists.

At this writing my science students are not especially interested in scholarships. What value is a \$500 scholarship (and that is a big one) if it takes you across the nation and puts you into a school where the tuition is more than your scholarship? Those boys and girls will stay at home to work or go to school and take some course which offers them a quick way to start making a living. The writer figures that this is very poor economy for a nation which has the greatest resources in the world and which is being called on to defend them.

One great football school was accused by another school in its Conference of paying stellar football players \$10,000 a year. Even if that was a 300 per cent prevarication, the amount paid still was a living wage. The same great football university offered top scholarships of \$200 in science and academic subjects. Where is our sense of values anyhow? There was once a time when the Roman State was supreme because it could go out into the fields and get a Cincinnatus to lead the armies to victory. Then Rome subsidized the gladiatorial combats and neglected her plowmen and went down the easy road to ruin. That could happen to us unless we wake up to the waste of human resources caused by our stupidity.

During the next ten years the sparsely populated state of New Mexico will be drawn upon for one hundred million dollars as our part of the debt for the rehabilitation of Europe. We shall pay this staggering sum because it will be unsafe to do anything else. During the same years our institutions of higher learning will be able to offer scholarships totaling less than one tenth of 1 per cent of this amount. It is a case of billions for defense abroad and pennies for preparation at home. The atomic age is here and its ugly teeth are showing plainly enough. We shall need every one of our bright young men and women educated to their capacity. Without this, the writer believes we are lost. The worker with the test tube, the microscope, or the cyclotron will never have the appeal that goes to the open field runner, the 60-foot shot putter, or the young man who runs the four-minute mile, but those young scientists will be the men who will make our nation a respected one and keep it free. The time is short and we had better look down the road we are traveling before it is too late.

Superintendent—Staff Communications

ROBERT M. KUBIK

At last communication has acquired a human connotation and is being applied in educational administration at its most advanced "growing edge." This concept has had only slight affect on school structure and function thus far. During the years immediately ahead the idea will spread and leaven the whole administrative system of the schools.

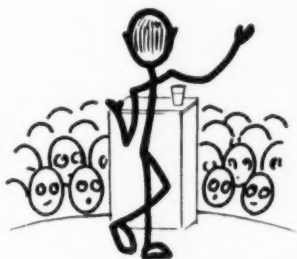
Something of the theory of communication first resulted from studies of rumor and scapegoating. These happen in human relations when the communication system of a group of people is out of order, be it a nation at war, or a school faculty under extreme pressure. Large business organizations have been the first to see the practical application of this body of material which the social psychologists, anthropologists, and sociologists have collected. Such men as Festinger, French, Gardner, Roethlisberger, Worthy, and others have been outstanding among the social scientists for their studies of business organizations which have improved human relations and work-satisfaction.

The schools were among the first to foster the belief that the feelings of people are important. It is unfortunate that school administrators, who have copied so many ideas from business research in the past, even their mechanistic ideas of efficiency, should have been outdistanced in foresight when some concept comes along which is

more in keeping with the philosophy of the American public school.

Experience seems to indicate that certain characteristic features of organization must be present if persons are to be free to communicate within the structure. The lessons of industrial research could be valuable for all persons connected with the school, especially boards of education and superintendents.

1. **The size of the organization, particularly the operating unit, limits the amount of communication that takes place.** In large city systems with thousands of teachers, size is probably the most important factor influencing at-



More Effective Meetings

titude and morale. Because of distance there is less mutual understanding of administrative and teacher problems. In many large high schools, with seventy or more teachers, face-to-face contacts between the principal and the members of the faculty are limited. As a result, the superintendent, being far removed from the focal point, frequently receives a garbled version of a problem, and his decision may be wide of the mark of the real issue.

2. **The number of levels in the organization limits communication.** Research shows that a reduction in the number of supervisory levels tends to improve the transfer of information by eliminating some way-stations which distort and inhibit communication. Big companies such as Sears Roebuck with 110,000 employees in the retail division



Good Letters Help

alone have reduced their number of control levels to four between the president of the company and the sales people on the floor.

3. **The shape of the organizational structure affects communication.** It has been observed that the "broad" or "flat" type of organizational structure provides better communication than the more "vertical" or "tall" one in which there are many levels or layers of supervision between top and bottom. A "broad" structure allows for more sharing of responsibility and for decisions at the point of operation. Some school districts have such a structure on paper, having done away with formal supervisors. This fact is defeated in practice, however, to the extent that the superintendent's office requires unrealistic teacher ratings and consultants are forced upon teachers by principals so that the permissiveness intended in the structure is lost.

4. **The status roles of persons affect communication.** Assigning persons to



Better Telephone Messages



Interesting Bulletins

superior and subordinate roles inhibits the free flow of information, ideas, suggestions, and questions. Somehow an "atmosphere of approval" for communication must be created to such a degree that teachers will mutually accept criticism, welcome suggestions, and admit problems. Superiors will have to meet these situations without trading on their formal positions of authority and responsibility.

Principals often are not willing to listen to teachers explain what they see as problems and difficulties. Lessons from industry show that where foremen would not listen to workers the same poor morale and defeatist attitude was



Constructive School Visits

produced that exists among school faculties. If the superior is willing, however, to listen to his subordinates in a modified technique similar to nondirective counseling (as suggested by Carl Rogers) there will be an interchange of ideas. Adjustments can be made and the morale of the organization will be improved. More administrators in our schools could practice taking into account other persons' points of view as the first step in obtaining those persons' co-operation. Administrators must be taught to listen, in addition to being logical and clear.

5. **Overspecialization limits communication, particularly at the executive level.** The way to improve communication in this area is to have policy recognizing the definite advantage of the flexible, versatile "general practitioner" in school administration in contrast to the narrower and less adaptive specialist.

6. **Decentralization and autonomy improve communication.** The driver type of principal or superintendent who functions through maintaining constant pressure cannot operate effectively in a decentralized organization. The essence of decentralization is an attitude of mind, a willingness on the part of those at higher levels of authority to permit their subordinates an adequately broad range of discretion.

7. **Undue reliance on the written word limits communication.** In most schools the superintendent relies to a

large extent on his monthly bulletin to keep teachers informed. Also he counts on the bulletin board as posted by his principals to keep the teachers aware of change in policy or events of immediate importance to them. The fact that teachers in some school systems have suggested a general meeting once or twice a year with the superintendent to ask questions regarding school affairs indicates such a need. For many teachers the mimeograph or printing press is no substitute for individual and group contacts with the superintendent.

8. **Upward communication is necessary.** Getting information and ideas to go up in the school organization from the teachers is more difficult than downward communication from the superintendent. Getting teacher reactions are valuable at all times but especially vital when changes are being introduced. In small systems teachers are sometimes isolated from their principals as far as their thoughts and feelings are concerned. Attitude surveys and having teachers take part in decision making at the school building and system level promotes this kind of informational flow.

9. **Cross communication is necessary.** In all schools there are persons extraordinarily skilled in securing co-operative effort. Some teachers perform such an "administrative" function, the importance of which is too little recognized. They seem to have the time to listen to the problems and difficulties of others. They do not pose as "experts." Such "administrators" may sometimes appear to be lacking in ambition; however, they understand the importance of achieving group solidarity — the importance of "getting along," rather than "getting ahead."

The criteria here suggested have been found necessary for good communication in business personnel relations. They can be used to measure the effectiveness of communication in a local school system, as well. Administrators who are attentive to organization beyond form — to relations and co-operation — tend to promote successful communication between themselves and teachers.



Less of This Please

NATCHEZ CORRECTS READING

During the past five years, the teachers and administrative officers of the Natchez, Miss., public schools have devoted themselves to advanced professional study for the double purpose of advancing themselves personally and of improving the instructional services of the entire school system. The faculty study courses have been conducted under instructors from the Education Department of the Mississippi Southern College, Hattiesburg, and have taken up special phases of education in the high schools and grades. As an outcome of each year's work some portions of the curriculum of the Natchez schools have been rewritten by committees headed up by Assistant Superintendent of Schools E. T. James.

During the second semester of the 1953-54 school year, the elementary principals and Superintendent D. G. McLaurin co-operated in planning and initiating an intensive program of work for the improvement of reading. Following the year of study in which a large number of primary and elementary teachers participated, steps were taken to discover slow readers and children with noticeable reading deficiencies. In September, 1954, special reading groups made up of these children were formed, and 106 children enrolled in grades one to eight were given daily special instruction. Five teachers who had taken special work during the summer in preparation for this specialized teaching, have conducted the individual and group teaching.

The Natchez studies of reading achievement have showed that the community is not different from other cities where researches in the field of reading revealed that 20 per cent of the children in the grades were in need of some type of corrective reading work. This does not mean that the teachers or the teaching methods are wrong. Many elements are directly or indirectly connected with the ability to read, all or some of which may be the cause of the disability. Some of the causes are differences in the native ability of the children. Some youngsters have had various hampering backgrounds and experiences before they entered school and reached the learning stage.

In Natchez, the corrective teaching is not so different from good classroom teaching. It is based on the specific needs of each child and work on these needs is of the intensive kind. A child is told his level of reading and his need is explained. He is encouraged to compete with himself in improving his vocabulary and speed, and to overcome any other difficulty encountered. As he improves his reading ability, the child is less restless and becomes more interested in his other school work. Results are fast in some cases, but in the upper grades children who have reading troubles are more difficult to aid because the bad habits have become more fixed and a longer period as well as more intensive correctives are needed.

Corrective reading is a challenge to those teachers who work with this important material, the children themselves, and it is very rewarding when the results of the reading show that the child is catching on. Corrective reading pays dividends in salvaging a child from his reading dilemma, in giving him confidence and an interest in improving his school work, and in changing his attitude toward attendance.

The Strain on Our School Administrators

O. W. DAVISON

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Norman, Okla.

We are reminded almost daily of the strain modern life is placing upon the "tired businessman." An article in a popular weekly reported that 80 per cent of 2000 businessmen examined in Philadelphia were suffering from heart attacks, high blood pressure, or ulcers of the stomach brought on by "overwork, worry, tension, and emotional stress."

What would a comparable study show if 2000 tired school administrators were given similar medical checkups? More than a few chief school executives have died recently from heart attacks. A number have been forced to retire early or have quit the profession for less strenuous work. As one school superintendent put it, "I was tired of constantly being torn and ripped apart by the demanding public."

The increased birth rate and consequent rapid influx of pupils has added many headaches to our overworked school administrators. Not only must funds be raised for more buildings, but once secured, constant supervision is required while the buildings are going up.

"When I go to bed I am unable to sleep because I keep thinking of all the things I should have done during the day," a schoolman commented. "I just cannot seem to catch up any more."

Under Heavy Strain

At a recent conference of school administrators several groups complained, "We have too few assistants and not enough secretarial help for all our increased duties."

"No man can do two jobs," a former Oklahoma City school superintendent said. "The physical strain of developing a good educational program and at the same time having to struggle constantly for adequate financial support is too much for any one man." Two years later, following a heart attack, this superintendent died at the age of 52. Newspaper articles recalled the terrific strain he was under as he led the fight in Oklahoma City for increased school appropriations.

Another group complained, "We are subjected to too many pressures," and listed the following which gave them most trouble: pressure to secure adequate funds, especially for school housing; pressure demanding so much of their time (to speak or act as moderator, to raise money, write articles, settle disputes); pressure to change textbooks; to lower taxes, and to cut out frills. Next in line were pressures from groups urging or protesting against such activities as dancing in the schools.

But there were others: pressure to discharge certain employees, and pressure from others refused employment; pressure from parents desiring college preparatory courses for their children and opposing groups demanding more vocational training in the secondary schools.

"Pressures are problems with the heat turned on," someone said at the 1953 A.A.S.A. convention in Atlantic City. Community leadership, responsibilities to the public, and fund drives in the schools were pressures reported most common at this meeting.

Moreover, school administrators are supposed to be models of home life. The slightest criticism of a superintendent's home life could mean dismissal. Yet school leaders are able to spend precious few evenings at home with their families. For example, a school superintendent recently took a position as traveling salesman for a publishing company so he could have more time with his family! He said, "I now have nearly every week end at home and quite often I also get to be home two or three nights during the week." He added that he could relax when at home.

The Endless Meetings

"While I was superintendent," he continued, "every night I had to go somewhere—to civic meetings, band concerts, school plays, P.T.A. meetings, ball games, teachers' meetings—all very worth while and ordinarily enjoyable.

"But at P.T.A. or civic group meetings I usually had to make the principal address, give a committee report, or act as consultant. The patrons held me personally responsible for disciplinary troubles at school functions, regardless of how many principals, coaches, and teachers were on duty.

"Now I attend many of these school affairs and really enjoy them, but I go voluntarily; I deeply am interested in the schools. The fact is the public expects too much of its schoolmen."

"People in this town insist that I be a leader," another superintendent in one of our smaller cities declared. "This means that I must not only attempt to solve all the problems of our school system, but I must take charge of the Chamber of Commerce finance drive each year, help raise money for my church, for my service club, and take the lead in fund drives for the March of Dimes, the Boy Scouts and Girl Scouts, the Red Cross, and similar organizations. I also serve on the Boy Scout Council and on innumerable other worth-while boards. My services are taken for granted." His experience is typical.

Another problem is that of maintaining proper relations with the school board. A number of schoolmen have told me that their worst moments are preparing for and attending board meetings. If anything can give an administrator ulcers, it is long-drawn-out haggling over trivial things. The group dynamicists call such hagglers "blockers" to group progress who are trying to achieve status through "ego-involvement." There are several possible causes behind this: (1) the blocker may have an inferiority complex; (2) he rejects the problem under consideration because he does not understand it; or (3) it is a sign of his resentment against the administration or the other board members for not taking time to explain the problem fully enough for him to completely understand it.

Critical Board Member

Regardless of the causes, a dictatorial board member can certainly wreck an administrator's peace of mind. Said one such man, "I have come out of a long, nerve-racking board meeting so worn and spent I did not recover for three days. Why is it that a person who is

always outwardly polite and friendly becomes so narrow and critical when he gets a little authority?"

I usually answer that, if the valves are kept open, there will be no explosion. Frequently the member who insists upon being shown performs a valuable service. He will bring out questions on proposed undertakings that might come up later under seriously adverse circumstances. However, there is a distinction between constructive, lively discussion and petty, obstructionist tactics.

Apparently getting along with others is a universal problem. A recent study by the Cooperative Program in Educational Administration in New England revealed that school superintendents listed relationships with people as their major problem; and relationships with board members presented one of the largest listings of problem situations! These included "political interference in the operation of schools," such as "pressures in relation to staff appointments, personal opposition from individual board members . . . invasion of the superintendents' executive work by the board, and 'unreasonable' expectations on the part of the board." One superintendent from a small school system reported that he was expected to be an expert on everything, including building construction, and that the board held him responsible for any contractor's errors.¹

Defense of Policies

In too many localities, once the board of education and the school administrator have set up a board policy, the administrator is left on his own. He has to execute policies, defend them and justify them in the community. The board fails to defend either the policies or the administrator. As a result, the administrator soon finds himself looking for another job, and the school system suffers irreparable damage because of the dissension, the unrest, and retardation of existing plans set up under the resigning administrator's leadership.

School board members meet a real challenge when waves of hysteria launched by irresponsible agitators threaten to tear up peaceful communities. A few misinformed patrons can soon secure a following in any community if they are not immediately corrected by wise, firm school board members. Such persons will often listen to a board member when they will not consult the superintendent. I have seen literally dozens of biased, unfounded charges "die a-borning" when some cool-headed, well-informed board member came up with an answer for every ir-

responsible charge. What a help such members are to our hardpressed superintendents!

In other communities agitators have been able to rally enough followers to divide once peaceful communities. In the bitter controversies that followed, the innocent school administrator was often caught in the maelstrom and swept out of his position.

One such man declares, "This year I really found out how true that old saying is — 'the superintendent of schools is the whipping boy of the community.' . . . School administrators have taken it on the chin hundreds of times since the present school system was organized. For a while I thought it was getting better. But now I have my doubts. No one knows how many superintendents have resigned in order to protect the school and the children from a community fuss. Others have resigned in protest against unreasonable demands. Things became so unpleasant and nerve-racking for me that this year I quit." He plans to enter private business.

Those Personal Favors

Sometimes a rare board member will ask the school administrator for a small personal favor. "Just hire this teacher (or this custodian or bus driver) if you can work him in somewhere, and I'll appreciate it very much," one will say. Before long this member and others will be seeking greater favors for their friends, for their businesses, and for themselves. Numerous school systems have stopped such abuses by the adoption of written board policies.

"After granting one or two apparently harmless requests, I had to refuse any further ones," one administrator related. "I explained that such practices are illegal, or at best against the best interests of the school. Of course such requests were never made at board meetings. This in itself showed that those seeking favors knew that they were doing wrong.

"We finally solved this problem by the adoption of a written board policy which every member pledged himself to follow. Included in our policy was a clearly written statement that no member would seek any personal favor directly or indirectly while a member of the board of education. There was no further trouble." Of course a written policy alone is no cure-all; the ultimate solution depends upon the integrity of each individual board member.

With the exception of finances and problems of personnel, probably no other phase of a school program causes more worry to administrators than the athletic program. If the school has an undefeated team, untold pressures are exerted. If the school has a losing

team, not only is the coach frequently discharged but the administrator is ousted with him, or can get no peace because of the "wolves." At such times the school head needs the fullest cooperation of his board.

Cafe Athletic Boosters

One year when I was superintendent in a fairly large city, we had one of those football seasons when we lost more games than we won. The usual die-hards and poor losers began cornering me demanding that the coach be discharged. I firmly disagreed. Our team was composed largely of sophomores and juniors. In my opinion no coach could have won many games. Imagine my astonishment when I learned that a meeting of "influential" athletic boosters had been held in a downtown cafe. The group not only had decided to have the coach fired, but had chosen his successor! Promptly, I explained the situation to the president of the board of education and asked if he would call a special meeting. He did, early in December, and following a thorough discussion the coach was re-elected. This was three months before my re-election as city Superintendent. I cite this as an example of good school board statesmanship. If the self-appointed downtown quarterbacks had been successful in ousting the coach, who knows what other school employee might have been next?

A recent study showed that in the United States the average superintendent of schools remains in one position for six years. In 12 midwestern states more than one fifth of the superintendents change positions yearly.² The median tenure of a group of 190 city superintendents in Oregon was 4.28 years. According to Dr. John Francis Cramer, dean of the Oregon State System of Higher Education, 54 of these school administrators resigned because of the *strain of the position* or the *low financial returns*.³

Such brief administrative tenure is injurious to the public school system. Schools and communities suffer irreparable damage when frequent administrative changes are made. It takes time for a new leader to become acquainted with local conditions, and he needs time to effect long-range plans.

Written Policies Helpful

The cases mentioned above are not isolated instances. During 14 years as a city superintendent of schools I have

¹George E. Flower, Cyril C. Sargent, and Eugene L. Belisle, "Relationships With People Is the Key," *AMERICAN SCHOOL BOARD JOURNAL*, June, 1952, pp. 25-27.

²Frances S. Chase and Robert E. Sweitzer, "Superintendents in Small Midwestern Districts Swiftly Come and Swiftly Go," *The Nation's Schools*, March, 1953, p. 55.

³John Francis Cramer, "What Happens to City Superintendents in Oregon?" *The School Executive*, February, 1951, pp. 54-55.

experienced nearly every one of the everyday worries listed. Now the question arises, what can be done about it?

In the first place, boards should adopt written policies, in order to provide a clear understanding of administrative and executive functions. Our schools have become too big and complex to be left to haphazard methods. Confusion, distrust, and turmoil could be avoided in many communities if school personnel knew board policy on such matters as the use of school buildings by nonschool groups, appointments and promotions, sick leave, professional growth, tenure, purchasing and administrative procedure. These policies need to be brought up to date at intervals. Good administrative practice allows opportunity for teachers to assist in educational planning and policy making. For example, the Arnett, Oklahoma, board of education this year is holding six conferences with the faculty in order to develop a better understanding of

each other's problems. The board has put its policies into written form.

Boards of education should take a firm stand against rabble-rousers who are spreading distrust of the schools by name-calling, emotionalism, and by misquoting speeches.

Citizens' Advisory Committees or School Advisory Councils have proved invaluable to school administrators and boards of education. They provide a two-way flow of information and often prevent hasty action on building bond issues, curricular changes, and other innovations undertaken before the public is ready for them. Such organizations can render valuable advisory aid to the board of education.

Opinion surveys have proved very helpful in interpreting the schools to the public. A number of cities have used opinion surveys to find out what the public thought of its schools. In each case strong undercurrents of opposition had been noted — to the curriculum, to

the administration, or to certain teaching techniques. Outside consultants were brought in and community-wide surveys were made. The results? A majority of the people were in favor of new educational practices; building programs were approved; and the schools were found to be basically sound.

The Kellogg-financed Cooperative Program in Educational Administration offers a splendid opportunity for improving board-superintendent relations. In Oklahoma, as in most other states, members of boards of education are attending area meetings with school superintendents. For many board members, this is their first training for their very important positions, and they are learning how groups can function democratically, how tensions can be avoided, and how only by working together as a unit can best results be achieved as we strive to educate all the children of all the parents in America.

Some Misconceptions Concerning —

Democratic School Administration

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Democratic school administration has long been the battle cry of schools of education and rightly so, because there still remain many school systems where teacher and lay participation is extremely limited. However, as a school administrator, I am not only concerned that school administration be democratic but that it also be effective, and sometimes due to misconceptions there seems to be a conflict between the two.

Any type of administration to be effective involves decision making, and in education this important function rests quite properly with the board of education and the school administration. Democratic school administration presupposes that as a part of the process of decision making, the opinions and reactions of those concerned are sought and evaluated, and form a contributory part to the decision made. On the other hand, to say that everyone should have an equal say in decision making is to

reduce this vital participation and planning to a farce, which leads to inertia and confusion. Needless to say, there are many occasions in school administration where the entire school staff cannot be democratically consulted on matters that affect them. For example, in hiring new teachers, it would be impractical to have each new staff member interviewed by the entire faculty, and yet some method of selection is necessary. In such instances, one of the basic concepts of democracy is at work, namely that people are chosen for a task or given an area of responsibility, and then allowed to work and act, using their knowledge and judgment as a basis for that action.

Faith in People

Another facet of democratic administration which needs clarification is that of the need for the school administrator

to exert his leadership directly as well as through group action. There are some who infer that all good ideas must originate from the "ranks" and that the school administrator should serve only as a co-ordinator for the school program. This tends to deny the school administrator one of his most vital functions — direct leadership. After all isn't one of the functions of leadership that of initiating ideas and solutions to problems? And who individually should be more qualified to suggest ideas and possible solutions than the school administrator. This is not to infer that ideas should be superimposed from above or that the group process be voided, but rather that the individual process be recognized and extended to include the school administrator.

Lastly, democratic school administration rests on that intangible thing called "Faith in People." If that faith is to be justified, each one in the profession, teacher and administrator alike, must eagerly and devotedly accept his responsibilities and restraints, and discharge his tasks with credit. Otherwise democratic school administration is strangled from within, and dies from lack of nurture and growth.

Internships and Apprenticeships in Educational Administration

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Considerable emphasis has been given recently to the need for co-ordinating internship programs in educational administration with the leadership development programs sponsored in some places by local school systems.

The co-ordination of these two types of programs holds considerable promise. However, like most movements which are potentially fruitful, this proposed union holds also potential dangers. The proposed development may result in better preparation for prospective school administrators, or on the other hand, it may develop into an eclectic hodge-podge which results in deterioration of two types of experience both of which are valuable.

As attempts are made to integrate the two types of programs, there appears to be a danger that internships and apprenticeships will be confused. Both types of activity may be useful, but they are not identical.

Internships in administration have been defined as "a phase of professional education in which a student nearing the completion of his formal preparation works in the field under competent supervision for a considerable block of time for the purpose of developing competence in carrying administrative responsibilities."¹

By way of contrast, an apprenticeship "refers to a type of education and service whereby a student is bound by legal agreement to serve for a certain time (usually two or more years) in order to learn an 'art or trade.' The service rendered by the apprentice is payment or part payment for the instruction (and formerly the maintenance) received."

With these definitions as a back-

APPRENTICESHIP AND INTERNSHIP PROGRAMS IN EDUCATIONAL ADMINISTRATION COMPARED BY MAJOR ASPECTS

Aspect of Program	Apprenticeship Program	Internship Program
1. Purpose	To help apprentice learn to be a competent educational administrator.	To help intern learn to be an educational administrator of exceptional competence.
2. Types of Positions	Probable emphasis on positions with lesser administrative responsibilities (e.g., school principalships).	Probable emphasis on positions with greater administrative responsibilities (e.g., school superintendencies).
← Not mutually exclusive →		
3. Location	In school or school system where regularly employed.	In school system with special resources for the kind of experience needed by the intern.
4. Assignment	Special assignment of the apprentice.	Full-time in an internship for at least one school year.
5. Salary	The salary which the apprentice would normally receive in his regular position (or a percentage of such salary).	A cost-of-living allowance or modest salary equivalent to a good fellowship.
6. University Credits	May or may not be university recognition of the experience, depending upon the part the university plays in the program.	University recognition of the experience through the granting of university credit, requiring an internship for a degree, or some other means.
7. Relationship to Total Program of Professional Preparation	May or may not be planned as part of a total program of professional preparation. If so planned, provided at master's-degree or six-year level.	Definitely planned as part of a total program of professional preparation. Provided at doctoral (or possibly six-year) level.
8. Selection	Co-operative selection by school system and university (relatively more emphasis on school system).	Co-operative selection by university and school system (relatively more emphasis on university).
9. Type of Experience	Emphasis upon education of the apprentice, and upon the service he renders to justify his salary.	Emphasis upon the education of the intern. Service rendered is incidental (even though substantial).
10. Responsibilities and Duties	Carries genuine responsibilities including performance of routine duties as needed to provide service in the immediate situation.	Carries genuine responsibilities, but is not required to perform routine duties except as they provide a desirable learning situation for the intern in promoting his professional development.
11. Supervision	By the staff in the school or school system. A university may or may not have a part in the general supervision of the program.	Day-by-day supervision by the staff in the school or school system, and general supervision by a university.
12. Future Employment	Within the local school system, or possibly elsewhere.	No commitment between the intern and the school system as to future employment. Such employment will be wherever there is an appropriate opportunity within the profession.

ground, some of the differences in emphasis between internships and apprenticeships have been worked out. These differences cannot be validated until internship and apprenticeship programs are further developed. Nevertheless, it

is believed that the differences suggested will be useful at this time in helping to clarify the essential distinctions between the two types of programs. The differences are suggested in the above table.

¹ Clarence A. Newell, *Handbook for the Development of Internship Programs in Educational Administration* (New York, N. Y.: Cooperative Program in Educational Administration, Teachers College, Columbia University), May, 1952.

² Clarence A. Newell and Robert F. Will, "What Is An Internship?" *School and Society*, Vol. 74, Dec. 8, 1951, pp. 358-360.

Human Aspects of Supervision

CHARLES I. GLICKSBERG

When the tradition of a secondary school is against regular classroom visitation by the principal or department head, there is little that can be done in the way of constructive supervision. A precedent has been established. Teachers are quite comfortable following their own devices, and they will resent any interference with their classroom sovereignty. Should the department head attempt to institute supervision of classroom teaching as a regular part of his duties, he will encounter indignant opposition. Some teachers may even regard it as a personal affront, a reflection on their professional ability.

In such schools it is not surprising that the chairman of the department is often looked upon as a drone who has been given a virtual sinecure. He has a soft berth. It is a standing jest, in one school, that to become a good department head one must learn how to sleep soundly in the teachers' room. A department chairman, thus conceived, is a glorified clerk, one who juggles figures and fills out requisition blanks. He is the intermediary between the principal's office and the personnel. What does he do? Little, it would appear, of a useful nature, little that conduces to the improvement of instruction. To the watchful eyes of the teachers, many of whom are themselves ambitious to become department heads, all he seems to do well is to shake hands. He is a good mixer.

Such attitudes on the part of a large number of teachers are symptomatic of poor morale. They point to an unhealthy condition. Since the principal is directly responsible for the successful functioning of the school as a whole, he must shoulder the blame when he fails to initiate and carry on a co-ordinated plan of supervision designed to benefit both teachers and students. His is the responsibility of leadership. Under his skillful guidance, the fear of supervision which haunts a number of teachers, young and old, new and experienced, can be exorcised. It ceases to be an ordeal, a sore affliction. The primary purposes of supervision can be explained at a faculty or departmental meeting. But these objectives, reassuring as they may

sound, will prove ineffectual unless they are embodied in a consistent, long-range program of action. Teachers must be made to feel that they are not on trial. Their best efforts must be appreciated. They must be led to believe that by means of friendly, co-operative supervision they have a better chance of having their merit and achievement recognized. Every classroom visitation should, if possible, be followed by a personal conference or at least by a note of critical appreciation. At periodic departmental meetings, the chairman can take up problems common to the school, problems on which teachers need help. Original methods of presentation can be discussed and evaluated. Difficulties can be anticipated and overcome. *Esprit de corps* can be established, each teacher acquiring the feeling that he is working with others toward the achievement of a worthy educational purpose.

A Delicate Task

The task of the supervisor is delicate and complex. He must work to improve the quality of instruction without injuring the precious self-esteem of his teachers, some of whom are still young and unduly sensitive to criticism. The proper approach is first to win the confidence of the teacher. That can be done by explicit and generous recognition of his professional virtues. There is no teacher so poor that the supervisor of good will cannot find something in him to praise heartily. It may be the dynamic energy with which he conducts the recitation, his modulated tone of voice, his command of the language, his insistence on mechanical correctness. There is surely some aspect of his work which can be enthusiastically commended. That should be the initial keynote struck.

Once the teachers realize that they are not standing trial, the battle for constructive supervision is half won. The teacher senses the friendliness and sincerity of the supervisor, his freedom from carping emphasis on minor details or petty infractions of the rules. The stamp of approval has been given. This approach, if understand-

ingly managed, generally proves effective.

Teachers cannot be pigeonholed in any one category; they do not belong to one pure type. Some display marked talent from the very start; they are tactful, humane, resourceful, understanding. They are the "born" teachers, the gifted members of the profession. Others seem well-nigh hopeless: plodding, methodical, slow of discernment, lacking intuitive sympathy and the capacity for establishing rapport with the group. Some are impatient, dogmatic, inflexibly stern, they do all or most of the talking in class and crush with their weight of knowledge and wisdom any student temerarious enough to volunteer an idea or a bit of information. They antagonize the class by incessant faultfinding and by their lordly air of omniscience. They are apparently unable to be firm without becoming dictatorial or to seek affection without sacrificing the respect of the class. Between the two extremes are the great majority of teachers — conscientious, full of pedagogic principles which they apply empirically and often uncritically, brimming with zeal and self-confidence, singularly blind to their own shortcomings.

Nonsupervisory Duties

The department chairman is burdened with multifarious duties. He keeps records, orders books and attends to their proper distribution, helps to administer tests and examinations, leads in the co-operative revision of the course of study, and cares for a thousand miscellaneous details connected with the efficient management of his department. Important as these are, they pale in comparison beside his most challenging and crucial task, namely, that of understanding and getting along with people. There is no part of his work, however technical or specialized in nature, which cannot in the last analysis be reduced to that. Graphs, measurements, tests, the preparation of courses, the selection of texts, the assignment of classes to teachers — these may disguise but they cannot hide the fact that they are ultimately intended to improve instruction, and that means turning out more intelligent, more enlightened, better adjusted young men and women. If the department chairman supervises the work of his teachers, it is with this end in view.

In his relation with teachers he needs tact and imaginative sympathy which will

enable him to put himself in their place and understand the problems they must face. The process of supervision is bound to prove trying for the teacher, no matter how experienced he may be. He knows that he is being evaluated, that his professional worth is being compared with that of other members in the department. The chairman endeavors as far as possible by his cordiality of manner and by his unobtrusiveness in his classroom visits, to reduce the incidence of anxiety. In some cases he cannot eliminate it entirely. He does the best he can to make the ordeal of supervision pleasant and mutually beneficial.

He places himself inconspicuously in the rear of the room. He enters and leaves without calling attention to his official presence. He makes no gesture which would indicate that he is there as an "inquisitor." For the most part he pretends to be busily preoccupied with something. One department chairman enters the room abstractedly and proceeds directly to the bookcase at the side. He stands there for some time, intently gazing at the books, as if searching for a particular volume. After five or six minutes of such hunting—he somehow never finds the volume he is looking for—he vanishes from the room.

This is in marked contrast to the habit of one department chairman who would enter the room with a flourish, walk about glancing at the desks, the students, the blackboards, and the floor, as if on a tour of inspection, and then proceed to observe the lesson by placing himself before the teacher, about three yards away, and stand there, hands clasped Napoleonically behind him, sternly watching what was going on. There was no mistaking that a Daniel had come to judgment!

Helping Beginners

All teachers, experienced and inexperienced, should derive benefit from supervisory visits, but it is naturally the beginning teacher who is visited most often and who receives the most advice. Teachers are made, not born, and they have to master the difficult art of teaching by learning it on the job. The element of tenure, however, introduces a disturbing element. The teacher is on probation and the rating he is given will determine whether he retains his position. He knows that his fate rests in the hands of the department chairman.

It is this aspect of supervision which the department chairman should studiously ignore. His function is not to fuel his feeling of self-importance but to contribute in good measure to the improvement of instruction in the school so that eventually the students will become better men and good citizens. Whatever tends to that end result is good. Whatever retards it is bad. No personal factors should be permitted to intrude. In the final count, it is the value of the teacher to the school and the community that should form the deciding factor

whether a teacher on probation should be given permanent tenure.

In the course of supervision, the department chairman can single out faults for censure or he can praise the positive virtues of the teacher's performance. While it is necessary that he point out mistakes and suggest desirable methods of correcting them, the supervisor's attitude should be constructive, unless indeed the faults are such that drastic remedial measures must be taken. But that is rarely the case. As a rule, the faults are the result of inexperience.

The mistakes young teachers generally make may be divided into two groups: those arising from faulty teaching techniques and those that spring from personality maladjustments. Contrary to the usual assumption, it is the latter which are the more serious and the ones which are more difficult to remedy. Classroom techniques can be taught; maladjustments call for a process of self-understanding and self-discipline that not all teachers are capable of mastering.

Here are some of the more common faults observed in classes conducted by young inexperienced teachers:

1. Calling on students in alphabetical order or in the order in which they sit.
2. Concentrating on a few bright, responsive students and utterly neglecting the rest of the class.
3. Speaking in too low or too loud a tone of voice.
4. The teacher talking most of the time and talking chiefly to himself. There is no successful communication; no co-operative working out of problems; no fruitful, stimulating exchange of ideas; no growth by means of group discussion.
5. Lack of decisiveness on part of the teacher, an inability to lead the class.



"Let's See — We Could Put Up Some New Post Offices"

Advice Needed

More serious are the faults arising out of poor personality attitudes:

1. Patronizing the students by voice or manner.
2. The teacher exercises his sense of humor at the student's expense. He makes personal remarks but peremptorily refuses to permit the students to respond in kind. He is perfection incarnate; they are the corrupt vessels that must be made over in the likeness of his exalted image.
3. The teacher calls forth attention but not respect; he wins obedience but not affection and willing co-operation.
4. In his categorical efforts to improve the students, he emphasizes their faults but utters nary a word of praise. This is not calculated to develop student confidence or facilitate the learning process.
5. In short the teacher manifestly lacks ability to assume the essential role of leadership.

Teachers who suffer from faults of this description urgently need the advice and assistance of the department chairman. Not to help them through their novice years is to do them and their students a gross injustice. Many teachers owe their job and their reputation to the fact that they listened to the admonitions and followed the example set by some understanding department chairman. Obviously, supervision pays high dividends indeed when it results in the improvement of teaching.

Unfortunately not all department chairmen are men or women of vision and professional competence. Teachers make no bones about the kind of supervision they intensely dislike. As a rule, there is good reason for their reaction. It is to the interest of the progressive administrative head who is concerned to promote the welfare of the school, to re-examine his objectives as a supervisor and honestly criticize his own practices. Here are some of the supervisory faults that teachers frequently complain of:

Faults and Good Qualities

1. *Petty faultfinding.* There is the type of department head who seems to take delight in pointing out that the window shades were not all drawn to the required height, or that the boards had not been properly erased, or that some pieces of paper were strewn on the floor. He seizes on these misdemeanors and makes them the burden of his text, ignoring everything else that the teacher may have done. Such a chairman shows no proper sense of proportion, no sense of long-range values.

2. Equally irritating is the attitude of officiousness that some department chairmen, consciously or unconsciously, assume. They are weighed down with a sense of importance and must live up to the high estimate they hold of themselves. The result? Ridiculous pomposity, a pedantic manner of expression, a holier-than-thou attitude. Teachers, however, are not fooled

by externals; they judge the man by what he is and does rather than by what he says.

3. All this is tied up with a *certain lack of humanity*, of personal magnetism and warmth. The department chairman is often afraid to unbend; he displays few signs of friendly interest. He is distant, polite but formal.

4. Teachers also object to a department chairman who *looks for glory* without being willing to give credit where credit is due. He is concerned solely with inflating his own professional prestige.

There is a brighter side to this picture. There are department heads who devote themselves zealously and unselfishly to supervision as a co-operative enterprise democratically managed.

1. They possess *the ability to inspire others* to give of their best. They set an admirable example of energy, enthusiasm, and professional integrity.

2. They are *quick to recognize and commend the special merit* of teachers in their department. Nothing is a more potent morale builder than judiciously given praise when it is well deserved.

3. They are *friendly*, genial, humane, endowed with an infectious, companionable *sense of humor*.

4. They are endowed with *breadth of vision*; they are interested in trying out experimental methods; they do not stand still but endeavor to promote the professional growth of their teachers.

5. They are constantly aware of the important part that *the human element* plays in teaching.

6. *They defend teachers* against unfair criticism or unjustified annoyances. They loyally support their best interests. They don't demand the impossible.

The primary reason for the appointment of a department head is that he exercise the function of leadership. If he takes his duties seriously, he will try to get to know his teachers as well as he can. He will discover their strength and limitations, what they can and what they cannot do. He will make suggestions and assignments so that the abilities of any one teacher will be utilized to the utmost and he be encouraged to make the finest contribution of which he is capable. Education is people. Hence the importance of responsible leadership in the schools. No department of instruction is any better than the caliber of the human beings who compose it.

The department head does not formulate a program in the abstract and then expect that it will be carried out perfectly. If he does so, he is doomed to disappointment. The program must be planned co-operatively in the light of the teachers' tested abilities and known limitations. Nor can the department head be a dictatorial executive who sends out "directives" to his subordinates. That is not how teaching at its best is done. He is sharing in a pre-eminent human activity.

What Makes a GOOD Executive?

Thomas D. Bailey*

THE ability to create unity out of diversity, harmony from dissonance, and efficiency from ineffectiveness is the hallmark of a good executive.

Conductors of great symphony orchestras do not play every musical instrument; yet, through leadership the ultimate production is an expressive and unified combination of tones. By analogy, no executive can be skilled in every technique under his supervision; yet, the successful executive is able to appraise and to utilize the various viewpoints and talents under his direction to the end that each individual may contribute his full measure to the accomplishment of the undertaking.

The ability to listen to suggestions of co-workers and, after thoughtful consideration, to make proper decisions is invaluable to any good executive. It is said that "the more effective an executive, the more his own identity and personality blend into the background of his organization. The more able the man, the less he stands out." The executive who has the capacity to select personnel to whom responsibility can be delegated with complete confidence, has hurdled the first barrier.

AN EXECUTIVE who takes his job, but not himself, seriously, has developed an attitude which permits democratic working relationships with others. The moment any executive becomes arrogant, overbearing, and self-important, his usefulness is at an end.

The faculty to recognize loyalty and efficiency on the part of those under his supervision, and be willing publicly to give credit for this service, is a prime requisite for the good executive.

Good executive leadership will create an atmosphere in which any member of the organization can disagree without being deemed disagreeable, and in which controversial issues can be considered from professional and logical rather than personal and emotional points of view.

A good executive is concerned primarily with accomplishment, rather than applause—with solid achievement for his organization, rather than personal ambitions, which may compete with this objective. The man at the top must be willing to assume responsibility for his actions—shoulder criticism for failures, but never allow himself to take all the credit for successes.

Such an executive will merit the respect, loyalty, and warm personal regard of his associates and will attain, in an abundant measure, the success which rewards the good executive.

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Leadership Essential

How then does he display his leadership? By calling forth higher capacities; by holding up greater ideals of achievement. By devoting himself to the best interests of the students, he himself sets a model of professional behavior. He encourages original ideas and experimental techniques. He gratefully acknowledges services and contributions beyond the strict line of duty. He is also adept at delegating work. Teachers like to be entrusted with some administrative responsibility. They enjoy nothing better than working on committees. They are glad to prepare interesting and worthwhile programs for department meetings. The conscientious department head also goes out of his way to urge teachers to engage in outside study, in travel, in enriching experiences, so that their professional growth may be increased.

This is but a sketchy summary of what the gifted and zealous department chairman can accomplish. If the quality of instruction in the schools is to be improved,

men must be assigned to see that it is done, men who are creatively gifted, men of superior minds, men of talent and enterprise. Education in a democracy cannot afford to do without the quickening and constructive influence of leadership.

STUDY POLICIES

In New York City a Committee on Articulation and Integration has been set up, under the chairmanship of Deputy Supt. Jacob Greenberg, to study educational policies and to make recommendations for the most effective ways of integrating various parts of the school system.

The study is being made as a result of increasing demands upon the schools, the changing and expanding needs of the community, and the growing restlessness in the school community and in the world at large. A major function of the committee will be to deal with interrelationships and to make recommendations for improved operation. The committee is charged with the responsibility of examining the present practices and setting up guide posts for charting future policies and practices.

Before Building an Addition to an Old School

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As pupils increase in numbers, there is a tendency on the part of a large number of communities to meet the housing problem by adding to structures already in use. It seems in many cases the cheapest way to get additional space required. The idea is not new. In fact, there are many school structures throughout the country which consist of an original building and one, two, and even three additions constructed over a period of 40 or 50 years.

The urgent need for more educational space at the present time and the desire to get it quickly and cheaply makes a word of caution particularly timely. In order to avoid additions which may be costly as well as educationally undesirable in the long run, a series of questions is here proposed for the consideration of school officials who face this building problem.

1. Is the area to be served actually growing in population? If the increase in enrollment is due to some temporary factor and the total population of the area concerned is actually decreasing or perhaps at a standstill, it may not be wise to add to the building serving the area. How many new homes, if any, were built in the past several years? Is the area in a zone where commercial buildings are increasing in number? Are some residences being converted to offices? Is the general population in the older age bracket?

It may be that the future child population of the area will become smaller, in which case it might be wiser to provide the additional space needed in a growing adjacent area and transfer some students.

The Site Problem

2. Is the site large enough? Generally accepted standards for site sizes for the various types and sizes of schools have been established and are easily available. Any addition to the school will have the effect of adding to enrollment and of reducing available play area. Before a decision is made, the site area which would remain after the proposed addition is made should be checked against the new pupil capacity of the school. Is the space which would be available sufficient?

3. Can site area be added? Will it be possible to secure additional land adjacent to the present site at a reasonable cost? Is it readily accessible to pupils? Are there intervening streets or rail lines? How much is available? Is it sufficient to meet the increased pupil load which will result from the building addition? Will the board be compelled to exercise the right of eminent domain to secure it? The answers to these questions should have weight in the final decision on construction.

4. Are the service systems of the original structure adequate to take care of the addition? Heating, ventilating, lighting, and plumbing systems should be examined to determine whether or not they can serve the addition satisfactorily without expensive enlargement or replacement. The health and safety of children must be safeguarded. An excessive burden on the heating or wiring systems may lead to a costly fire. Inadequate ventilation may injure health as well as handicap learning. Increased electric load may require complete new wiring. Old plumbing systems may present serious problems to tying in more toilet and drinking facilities.

Service Systems

5. Is the duplication of service systems desirable? If the answer to Question 4 is "No" then the possibility of separate service systems may well be considered. What will be the cost of such duplication? How will it affect maintenance costs? What advantages would such an arrangement have? What disadvantages other than increased cost?

6. Is the original structure fireproof? If it is not, it can be a real hazard to any addition with which it is directly connected. In many cases where the original structure burns, the addition, even though fireproof, is rendered unusable. If it is decided to make an addition to an inflammable building, the use of an enclosed runway is suggested. The use of firedoors is helpful but seldom gives complete protection.

7. Is the building readily expandable? Many old school buildings were not built with any idea of expansion. It is quite difficult to add to them in such a way as to

make the new part readily accessible to all pupils. Are corridors in the old structure wide enough to carry the increased pupil traffic? Are stairways inadequate for increased enrollments? Will there be traffic "bottlenecks"?

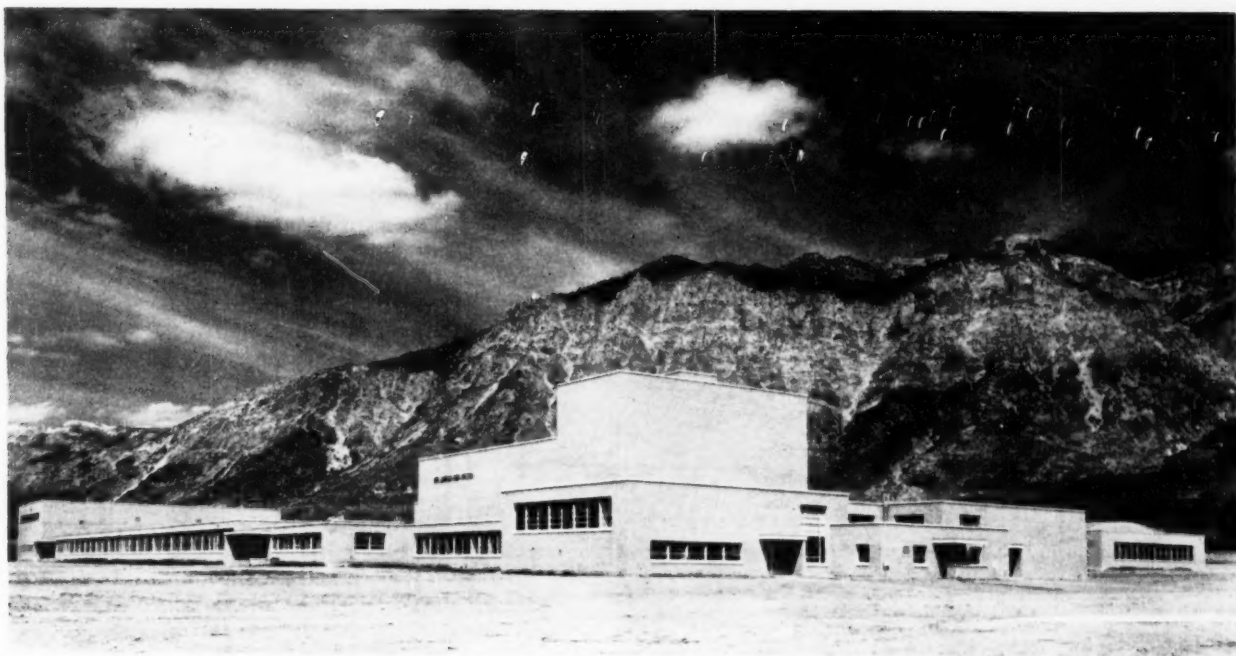
The establishment of a suitable connection between a building which was not designed for expansion and an addition is often very expensive. This cost should be ascertained as accurately as possible before a decision is made. It is an added cost which must be figured above and beyond the actual cost of new construction.

Special Facilities

8. Will an undesirable duplication of special educational facilities be necessary? For example, if the special facilities of the old structure are not adequate to serve an increased pupil load, it may be necessary to add such facilities as part of the addition. Should this be done, undesirable and expensive duplications might result. For example, a second gymnasium might be required if the contemplated increased enrollment would be too large for the old gymnasium. The excess enrollment might not be great enough to fully utilize a second gymnasium. However, since gymnasiums are not built by halves, there would be no way to avoid an expensive duplication.

9. Is the location of the old building readily accessible to all pupils? Has the growth of the area been away from the present building? Is it likely to continue to be so? Could the first unit of an expandable structure be built at a place more convenient to pupils? If duplicate facilities are needed, it is only good judgment to consider locating those facilities conveniently. Two schools are more readily accessible to more pupils than one.

10. Will the addition interfere with long-range building plans? How does the proposed addition fit into long-range plans? Is the old structure scheduled for abandonment in the foreseeable future? If so, can the addition be retained as a separate unit? Can the original part be replaced with a unit which can be co-ordinated with the proposed addition? Will the cost of the addition be a handicap in financing the long range program? In other words, will the cost of the addition tie up funds to the extent that a scheduled new building will be delayed or even canceled? Will the use of funds for this addition tend to set up a system-wide pattern of adding to buildings rather than building new schools?



Ben Lomond High School, Ogden, Utah. — Lawrence D. Olpin, Architect, Ogden

Have You Done Enough?

Ogden's Ben Lomond High School

When beautiful Ogden High School opened its doors for the first time in September, 1936, Ogdenites thought of it as their school for the future. "Never," we thought, "will our city of forty thousand people outgrow this building. Why, if we have to, we can put two thousand students in this place. We will never have that many tenth, eleventh, and twelfth graders in our schools." So, we splurged a little. In addition to providing ample space for instruction, we added wide marble halls, built in decor in the marble floors, set up especially designed display cabinets for trophies, and included many another luxury item throughout the ornate, three storied building. Our high school took an honored place among the beautiful educational buildings of the country.

In September, 1953, not a dozen and a half years later, Ben Lomond, our new two million dollar high school plant was ready for occupancy. For in these dozen and a half years, our city increased her population by almost 50 per cent . . . has grown from a quiet 40,000 to a bustling 60,000 population. Defense activity centering in this area explains much of the growth. Our huge, just initiated, 65 million dollar reclamation program promises its permanence.

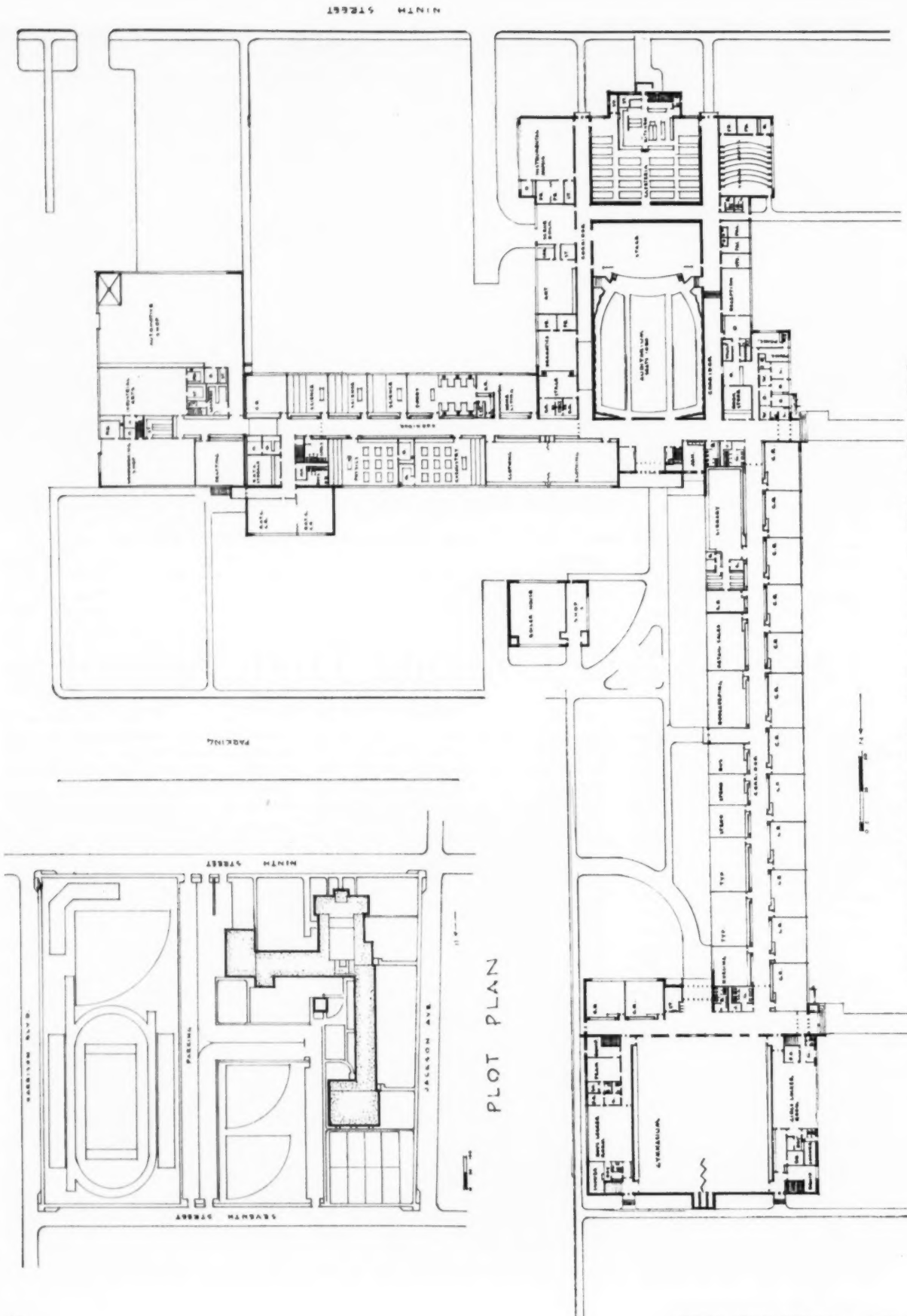
Almost since he first took office as Ogden's superintendent of schools, Dr. T. O. Smith, has had to deal with the problem of student overcrowding. Under terrific

pressure to get the most in space from each building dollar, Dr. Smith has directed the thinking of the school board, the

building-planning committee, and the community, toward functional, practical building with multipurpose use of every pos-



The entrance to the auditorium from the parking lot located behind the school.



Ben Lomond High School, Ogdén, Utah. — Lawrence D. Olpin, Architect, Ogdén

sible square foot of floor space, a major consideration.

At meeting after meeting with Lawrence D. Olpin, architect, chosen to design the proposed new high school, the school board members, and a committee of teacher consultants, Dr. Smith stressed simplicity and usefulness. As a result, Ben Lomond High School has emerged clean and simple in line, durable and easily maintained, ingenious in its use of every square foot of space.

From the first, the public has had more than a casual part in plans for this new school. Adequate publicity gave the building financing program the approval of a large majority of Ogden's voters. With financing approved, the selection of a site became a community venture. City Planning Commissions submitted studies of expected future home building and industrial expansion; a survey indicated areas of greatest birth incidence; attendance charts were reviewed in the light of pupil congestion areas. The school board and Dr. Smith considered carefully all these facts, then made a tentative decision to use a 30 acre tract conveniently located just where these studies indicated the area of greatest future needs.

A public meeting to discuss this site was called. Panel discussion presented all shades of opinion and no pressure was applied to influence anyone's thinking. This meeting ended in an unanimous vote of approval of the school board's choice of site.

Architect Olpin's design for a one story building providing 142,000 square feet of floor space was approved. Reinforced steel and concrete with tapestry brick walls and generous use of multipaned windows were decided upon for materials of construction. By August, 1951, sealed bids were in and soon after the following contracts were awarded:

To George A. Whitmeyer and Sons for general construction, \$1,353,107; to A. H. Palmer and Sons, a plumbing contract for \$305,564; and to Murphy-Neill electrical contractors, an electrical installation contract for \$97,454. All contractors are local men.

Although no government aid was to be used in the construction of this school, the board did have to obtain a permit for the use of scarce materials. Just three days before the government order authorizing



Each general classroom has movable furniture, chalk and tack boards, a storage unit, and built-in bookshelves.



Typical of the science rooms is the chemistry lab with its terraced lecture seats.



Left: The kitchen lab is just a part of the home economics suite, which includes a home living room, dinette, and storage rooms. Right: At the top and rear of the vocal music room are practice rooms and the instructor's office.



At the far end of the library-study are conference rooms, a work room, and stack room.

the start of the project expired, the first shovelful of dirt was turned and construction began in earnest. Foresighted contractors stockpiled needed materials at the site so that work stoppages due to material shortages were not encountered on the job. Work progressed rapidly and the building was expected completed ahead of schedule. A study of Ben Lomond's floor plans reveals a total of 44 classrooms, 29 of them constructed with a specific function in mind. In addition to the classrooms, the plant contains numerous, dispersed rest rooms, storage rooms, gymnasium, auditorium, and cafeteria.

At the juncture of the two right-angle wings of the long, low structure is the administration area. The main entrance is here, opening into a corridor flanked by bookstore and reception desk. Assistant principals' offices, joined by a connecting door are placed to the right of the main entrance; boys' and girls' counselors' rooms are directly across the hall. Beyond the reception desk, the supervising principal's office opens into a large reception room. This room is big enough to house PTA study groups, small community gatherings, and to serve between meetings as a teachers' lounge.

Wide corridors separate this administration area from the auditorium, cafeteria, and vocal and instrumental music rooms. This enables administration to preserve

quiet and dignity, yet gives it easy and immediate access to student traffic coming from either wing of the academic area.

Auditorium and music rooms are built with acoustic controls according to the peculiar needs of each. Auditorium walls are in curved sections for maximum sound reflectivity. Ceilings and walls have acoustic tile surfaces. The stage is equipped with an asbestos curtain and a built-in sprinkler system for fire protection. Lifts move the backdrops for storage in the fly loft.

Dressing rooms across the hall from one stage door double as student offices and hobby rooms. The stage is wired so that broadcasts over the building intercommunications system may originate here. Built-in loud-speakers are located high on the walls on either side of the stage.

The seating capacity of the auditorium is 1000 persons. A balcony to be added later will seat an additional 500 people. Stairs leading to the balcony are in. Space here will be used for storage until the balcony is completed.

A scenery building room opens off the right-hand stage door. This in turn is connected with art rooms so that scenery may be designed and built by students and put into place with a minimum of moving and breakage. The speech department is properly and conveniently located near the auditorium, but has its own small stage and make-up or practice rooms.

A glance at the floor plans of the east end of the east wing shows that boy interests are concentrated here. Automotive shop, woodworking department, ROTC drill rooms, and well-lighted roof storage units which can be used for special interest group work such as jewelry making, are located here. Doors at the end of the east wing open directly onto traffic ways and are large enough to permit the entrance of trucks. Other exits and entrances in this area permit students to use this part of the building without adding to student traffic through other corridors.

The automotive shop compares favorably with any modern garage. It is equipped with hydraulic lift, washroom, floor trench, and plenty of individual lockers where students may keep coveralls and personal tools.

The woodworking area has special project rooms lining one wall. Windows from the instructor's office open into these small student rooms while glassed fronts permit the instructor to see what is going on while classes are held in the large classroom.

In all oversized classrooms throughout the building, folding doors have been introduced. This permits the division of the large area into two classrooms of equal size. In line with multiple use of space principle, this feature keeps all classroom floor areas in maximum availability.



Recessed balconies, folding bleachers, separate spectator entrances, folding doors, excellent locker and equipment facilities — all are provided in the school's fine gymnasium.



The windows to the right of the entrance are those of the administrative unit; to the left, the academic wing.

In building Ben Lomond, the planners departed from the popular idea of putting shop rooms in a separate building, away from the main plant. They did this deliberately, hoping to encourage more girl students to take part in woodwork, jewelry making, mechanical drawing. Rest rooms for both boys and girls have been placed at this end of the building, and provision has been made for the display of girls' handiwork as well as for that of the boys.

Adjoining the shop area are general sci-

ence rooms, chemistry and physics laboratories, and home-economics rooms. Placed compactly on both sides of the corridor here, they reduce expense in plumbing yet make gas, compressed air, water, and power available in each. To distribute these facilities, underfloor ducts are used.

Home-economics rooms have been placed in this wing, completely away from the cafeteria region. The foods programs in these two departments are entirely separate and personnel is not interchanged. The

home-economics rooms include a home living room, dinette, students' and instructors' storage rooms large enough to accommodate student uniforms. There is an ample kitchen laboratory, with classroom attached. Part of the detailed planning in this area calls for the use of varied materials so students may compare them. One wall is lined with all steel cabinets, another with all wood cabinets. Gas and electricity are both available, and both type ranges have been installed. Use of various tile and



The impressive auditorium now seats 1000, will accommodate 500 additional when a balcony is added.

metal trim appears. Here again, doors to the park and roadway permit the delivery of supplies with a minimum of disturbance to other areas.

General science rooms have terraced floors with demonstration table laboratories in the center front of each room. Chalk and tack boards and glass-faced storage cabinets are uniform in these areas.

The doors from the cafeteria at the end of the administrative unit, open directly onto the park and roadway. The kitchen area can be completely shut off from the dining area. This provision complies with city health regulations and permits the use of the dining area for any purpose, even while food is in preparation in the kitchen. Tables and benches in the dining area fold out of the way when not in use. The floor is uncovered concrete so that rhythm games can be played here. While thought of and treated as a unit separate from the rest of the building, the complete closing off of the kitchen area permits the academic use of the dining area should occasion demand.

General classrooms are concentrated along the west wall of the north wing; business courses have their rooms across the corridor. General classrooms are uniform in size while commercial rooms vary according to the subject taught. Each general classroom has chalk and tack boards along three walls, a teacher storage unit, and an open shelved cabinet.

These rooms, as do all others in the building, have individual thermostats. The heating system in Ben Lomond is forced air for ventilation and supplemental radiation in each room for heating.

Each classroom has one entire wall of multipaned glass from wainscot height to

ceiling. Outside these windows, jalousies permit of the regulation of light by hand-turning a crank inside the room. These aluminum screens are light, durable, and easily operated. In five-foot sections, they cover the outside of each window unit and may be adjusted so that any degree of light may enter any given window, or all screens may be closed for darkening the room.

All classrooms are as fireproof as modern construction can make them. Fiber glass insulation above the steel framework has been used on ceilings. Ceilings are covered with mineral tile. Asphalt tile covers the floors and walls are pastel painted plaster.

To facilitate student traffic, lockers, drinking fountains, and fire fighting equipment cabinets are recessed throughout all corridors. These corridors have asphalt-tile floors with acoustically treated tile ceilings.

A great deal of thought is evident in the design and location of the large gymnasium. Because it will be the hub of community activity, the gymnasium has been placed at the north end of the building, near the best traveled public street. Parking areas surround entrances. Placed as far as possible from the auditorium, its noise will in no way interfere with any program being held there.

Ogdenites are sports-loving people who turn out en masse when the school team plays. Seating capacity has been provided for 3000 spectators. Spectators sit in recessed balconies with entrances to these separate from entrances to the gymnasium proper. Folding bleachers slide back when not in use and electrically operated folding doors close off balcony areas into additional sports practice rooms.

Under the recessed balconies, locker, shower, and dressing rooms are provided for boys and for girls. Student locker and equipment storage rooms can be completely locked off when community interests have the use of the gymnasium. Separate community equipment storage and locker space is provided adjoining the shower rooms.

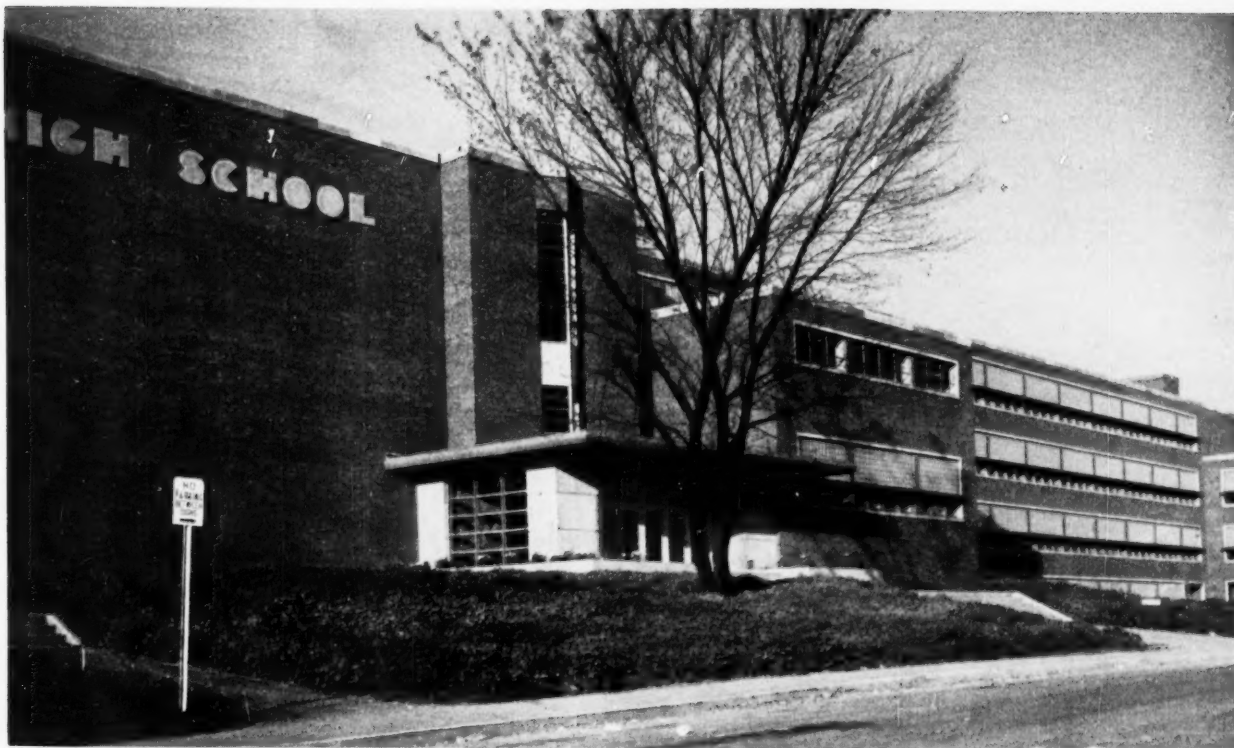
Plans include provision for a swimming pool to be built in the future, adjoining the gymnasium.

The gymnasium proper has folding doors through its center, thus making a boys' gymnasium and a girls' gymnasium available at the same time. With doors rolled back a fine playing area for any sport or for dancing is provided. Because school authorities believe any social activity in the gymnasium should be confined to its lighted, supervised areas, doors are thrown across all corridors leading into the rest of the building.

Of course, a building of concrete and steel in a climate with extremes in temperature such as Ogden has, must have special provision for expansion and contraction to prevent floor cracks. In Ben Lomond, four complete structural breaks occur, allowing 2-inch expansion joints to take care of this movement.

Plans include the possibility of another wing parallel to the east wing should the city continue to grow at its present fast rate.

With the opening of our new high school, our building program has by no means come to a halt. Even before echoes of saw and hammer die away from Ben Lomond's halls, the first shovels full of dirt for our two new elementary buildings will fly.



Fulton High School, Knoxville, Tenn. — Barber & McMurry, Architects, Knoxville

Fulton High Is —

A Comprehensive High School

The Fulton High School at Knoxville, Tenn., represents the successful outcome of a co-operative enterprise of educational and architectural planning. Occupied for the first time in September, 1951, the building has proved the wisdom of the combined long-range planning efforts of the school administration and the architects.

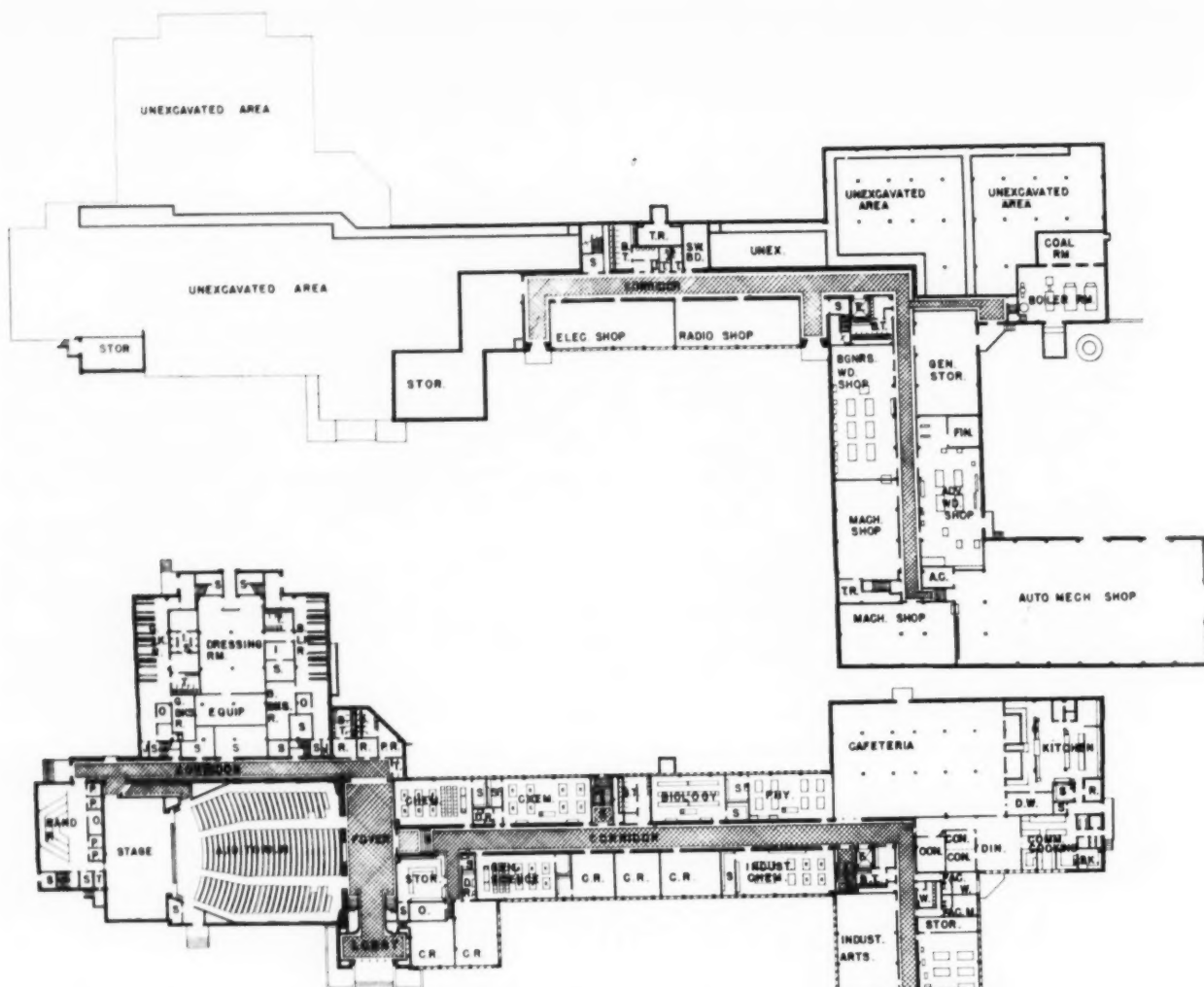
The building is a simple and straightforward solution of an architectural problem in an extremely difficult but well-located and otherwise useful site. Viewing the building from the front, the architects have provided a large, unbroken mass of masonry, containing the auditorium and stage to terminate the long, horizontal lines of the academic and shop units with their glass-block and clear-glass windows, separated by projecting shades.

The architects made a considerable number of studies to fit the building on to the rugged terrain which it occupies. By careful planning it was possible to provide satisfactory unification of the main educational activities, to assure maximum administrative control, and unique access to three of the floors from outdoor levels.

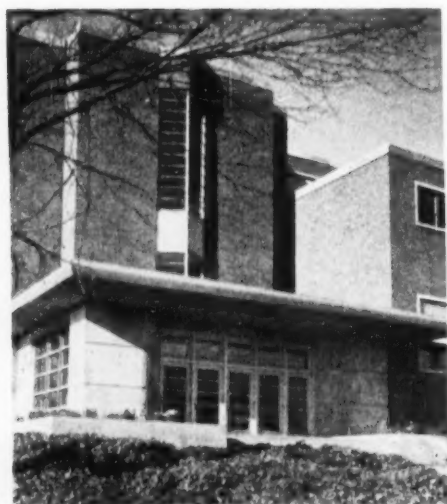
The basement which is on the ground level at one end of the building provides:



The solid brick exterior of the auditorium wing balances the long, horizontal lines of the high school.



Basement and ground floors, Fulton High School, Knoxville, Tenn.
— Barber & McMurry, Architects, Knoxville



The attractive front entrance

(a) the electrical and radio shops, (b) the metal, woodworking, and machine shops, and (d) the auto-mechanics shop. The arrangement permits of ready access to other parts of the building, but keeps the noise and dust-producing elements entirely apart. The boiler and coal storage areas are also on this floor. There are complete toilet and washup facilities.

The ground floor, which is entered from the main street level, includes in the north front wing, the sheet-metal shop, the general industrial-arts shop, the home-economics department with a living suite and separate classrooms.

The cafeteria which occupies an extension of the main building unit, has ground-level entrances for pupils and for the admittance of supplies and equipment. One of the kitchens is used for teaching commercial cooking and restaurant operation.

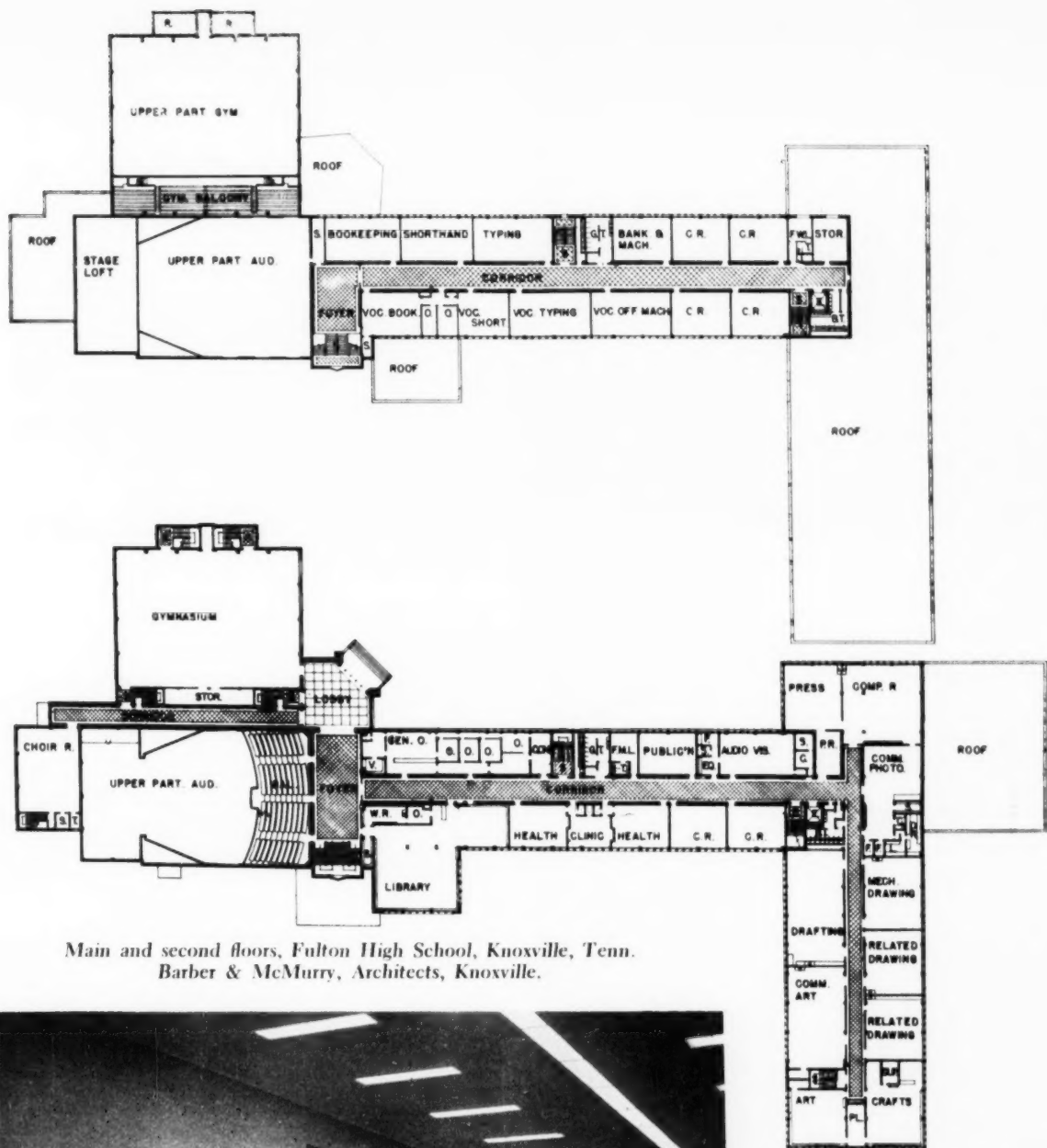
The main body of the building on the ground floor includes the grouped science laboratories and five general classrooms. Adjoining the front-entrance lobby and foyer are the large auditorium and behind

it the instrumental music rooms. Accessible from the corridor are the dressing rooms and showers for the gymnasium above.

The gymnasium has a ground-level entrance at the back of the building so that it can be used for community as well as school purposes. Adjoining it is a vocal music room.

The main unit of the building on the first floor includes extensive administrative offices, a library, a health clinic, several classrooms, and a special audio-visual room. The north, front shop wing on this floor includes arts-and-crafts rooms, a commercial art room, drafting and mechanical drawing rooms, a photographic laboratory, and a journalism department.

The second floor which is the only floor not having a grade entrance, includes the



Main and second floors, Fulton High School, Knoxville, Tenn.
Barber & McMurry, Architects, Knoxville.



The foyer; the doors on the left lead to the academic and shop units.

business-education units, and academic classrooms.

The building is strongly constructed of reinforced concrete and masonry, is fire-resistant throughout, and has been attractively finished to meet instructional needs.

The exterior walls are faced with brick and limestone trim. The corridor and stairs have terrazzo floors, glazed-tile walls, and acoustic-tile ceilings. The classrooms are finished with asphalt-tile floors, acoustic ceilings, and plastered walls. The gymnasium has a wood-block floor, glazed-brick wainscoting, concrete block walls, and plastered ceiling. The auditorium has complete stage equipment and lighting, picture-projection booth, opera seating, and carefully placed acoustic-tile panels to control sound.



Another front view of the face brick, limestone-trimmed building.

The building is heated with low-pressure steam, and the classrooms and other pupil areas have temperature control and unit ventilation.

The pupil capacity of the building is 1500 students enrolled in a comprehensive type educational program. The auditorium seats 1020; and the gymnasium with folding seating can take care of all indoor sports. A large steel folding partition permits the division of the gymnasium into boys' and girls' units.

The building cost \$1,607,799, or a low

65 cents per cubic foot, or \$1,144.53 per pupil. The equipment cost \$109,000.

The building was planned and erected under the supervision of Messrs. Barber & McMurry, architects, of Knoxville, Tenn.

Construction Details

Walls — Face brick; limestone trim.

Roof — Reinforced concrete; part, precast cement tile.

Windows — Architectural projected; directional glass block.

Doors — Aluminum, wood.

Corridor Floors and Stair Treads — Terrazzo; *Classroom Floors* — asphalt tile; *Auditorium Floor* —

concrete; *Gymnasium* — hardwood.

Toilet rooms — Terrazzo floors, glazed-tile walls, plaster ceilings.

Heating — Low-pressure steel boilers, stoker-fed; temperature control in all rooms.

Electrical equipment — Fluorescent lighting, complete program clock and signal system; provision made for radio and television, power outlets; audio-visual outlets; complete broadcasting system.

Sanitary — Heavy-duty, school-type toilet fixtures and washbowls, marble toilet partitions.

General equipment — Artificial green blackboards, cork bulletin boards, steel lockers, venetian blinds.

Cafeteria — Electric ranges, food mixers, peelers, dishwashers, freezing and refrigerator-type food storage, heated and cooled service counters.



A back, ground level entrance to the gymnasium (right) was provided for convenient use by community and school.

Word From Washington

The Administration Unveils Its Plan for 14 Federal Grants-in-Aid

ELAINE EXTON

A series of administration measures to convert the structure of the major grant-in-aid programs administered by the Department of Health, Education, and Welfare into a new three-part grant system embracing support, extension, and special project categories are now pending before appropriate committees of the Congress. As described by administration leaders the proposed revisions would simplify and improve the structure and administration of these programs and give more flexibility to the states in their planning and operation.

Programs Affected

Secretary of Health, Education, and Welfare Oveta Culp Hobby first publicly unveiled this effort on March 4, 1954, when testifying before the House Committee on Interstate and Foreign Commerce on a bill to amend the Public Health Service Act.

She then announced that, in all, 14 programs of grants-in-aid to the states would be affected including four programs in the field of vocational education—agricultural education, distributive education, trades and industry, and home economics—administered by the U. S. Office of Education as well as five "categorical grants" in public health administered by the U. S. Public Health Service, three grant programs in the field of children's services administered by the U. S. Children's Bureau, and the vocational rehabilitation grant-in-aid program under the Office of Vocational Rehabilitation.

"When we first examined the present grant structure," Secretary Hobby told this Congressional committee, "it became apparent that the number, the variation, and the complexity of existing authorizations and regulations were obstacles to effective administration—particularly state and local administration." She explained "it appeared that the pattern and structure of these grants did not provide the flexibility needed to meet the problems in the best possible way."

Basic Objectives

Elaborating on the review and analysis

made by her Department in remarks before a Health Subcommittee of the Senate Committee on Labor and Public Welfare three weeks later, Secretary Hobby reported that "certain basic legislative aims emerged as common, in varying degrees, to all of the (grant) programs considered." These she set forth as follows:

"The first objective is to help make available in all states certain public services which are essential to our national well-being. The grant-in-aid has proved to be an effective device for supporting such basic services, and, under certain formulas for offsetting in part the variations in state and local financial resources.

"The second objective common to all of these programs is to encourage and assist the states and localities to extend and improve their services. . . . In order to help states and localities to keep abreast of their changing needs, a more effective grant system must be developed.

"The third objective is to encourage the development and testing of new and improved techniques and procedures which offer unusual promise. By assisting a particular state or community, or a nonprofit organization, in the conduct of new or ex-

perimental programs or special research, the Federal Government can contribute to program improvements which may benefit all of the people."

The Three-Part Grant Plan

Stressing that she considered gearing the federal grant-in-aid structure to these three fundamental objectives the most important proposal contained in the public health bill under discussion as well as in the related measures affecting the other grant-in-aid programs administered by her Department, Secretary Hobby indicated this would be achieved by substituting for the existing arrangement in each of these 14 programs three types of grants.

In terms of the federally aided vocational education program the proposed pattern would be:

First, *support grants* to assist states generally in meeting the costs of vocational education.

Second, *extension and improvement grants* to assist the states in initiating projects for the extension and improvement of vocational education.

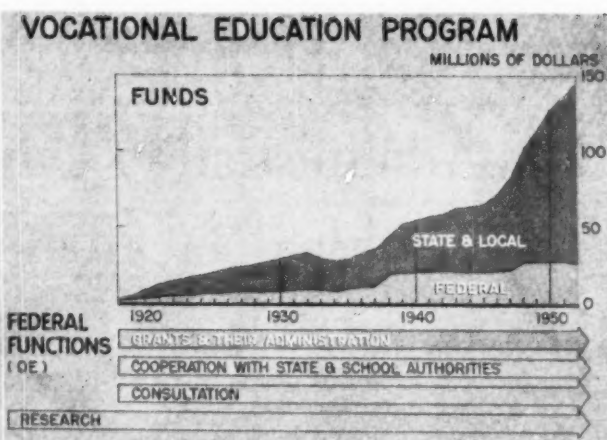
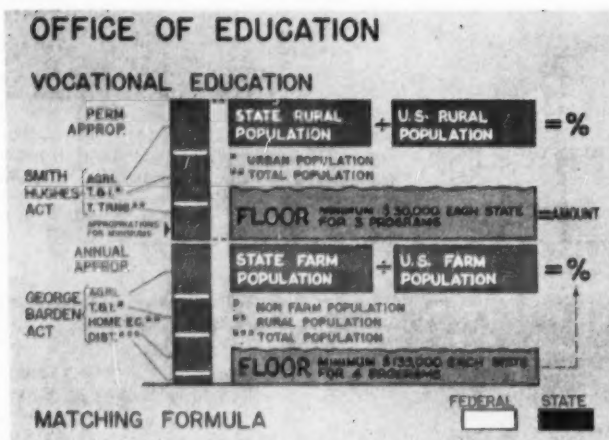
Third, *special project grants* to assist states in the carrying out of special projects which hold unique promise of making a substantial contribution to the solution of vocational education problems common to a number of states, and in meeting problems of special national significance or concern.

New Vocational Education Bill

The administration's measure to provide the legislative authority needed to convert the current program of federal grants for vocational education into the new three-

GRANT-IN-AID PROGRAMS UNDER CONSIDERATION

PUBLIC HEALTH	GENERAL HEALTH TUBERCULOSIS VENEREAL DISEASE CONTROL MENTAL HEALTH CANCER CONTROL HEART DISEASE CONTROL
	CRIPPLED CHILDREN MATERNAL AND CHILD HEALTH CHILD WELFARE
	AGRICULTURAL EDUCATION DISTRIBUTIVE EDUCATION TRADES AND INDUSTRY HOME ECONOMICS
	VOCATIONAL REHABILITATION



part grant system described above was introduced in Congress on April 8, 1954, by Senator H. Alexander Smith (R., N. J.) and has been referred to the Senate Committee on Labor and Public Welfare of which he is chairman.

In a statement made at that time Senator Smith not only called attention to this purpose but emphasized that under his bill (S. 3271) "more responsibility would be placed on the states than at present and greater flexibility could be exercised by them in use of the funds so as to meet the differing needs of the various states."

The fact that Senate bill 3271 "to promote and assist in the extension and improvement of vocational education, provide for a more effective use of available federal funds, and for other purposes" was drawn up by officials of the Department of Health, Education, and Welfare without consulting either the American Vocational Association or state vocational leaders in its preparation or even the Congressional coauthors of the 1946 Act, Senator Walter George (D., Ga.) and Representative Graham A. Barden (D., N. C.), is causing some concern in educational circles.

This is particularly so because S. 3271, if adopted, would combine into one act the previous vocational education laws and supersede the basic legislation under which federal funds for vocational education have been appropriated by the Congress and allocated to the states since 1917.

Additional Changes

Another factor sure to touch off debate is the new bill's proposal to eliminate the permanent appropriation feature of the Smith-Hughes Act which provides an annual appropriation of \$7,273,330.22. Under the terms of S. 3271 the amounts now appropriated and authorized under provisions of the Smith-Hughes and George-Barden Acts are placed in an annual appropriations act, leaving the amount to be determined each year by Congress.

This change is in line with views ex-

pressed by Secretary Hobby in recent testimony on legislation to amend the Public Health Service Act in which she stated: "The need for federal grant funds for each of these three purposes (support, extension and improvement, and special projects) will vary from time to time. . . . The bill provides, therefore, that the total amount of federal appropriations for any year—as well as the distribution of such appropriations among these three types of grants—would be determined annually by the Congress." This procedure would also apply to vocational education allotments under Secretary Hobby's plan.

S. 3271 also establishes \$36,000,000 as the maximum that may be appropriated for the purposes of the Vocational Education Act of 1954 in any one fiscal year, beginning with the fiscal year ending June 30, 1956, or almost as much as the total now authorized under the provisions of the Smith-Hughes and George-Barden Acts—\$36,625,000—but which to date has not been made fully available by Congress for any fiscal year.

There is this important distinction between these legal instruments however. Whereas the two last-named acts authorized earmarked funds for specific vocational education fields, for example, agricultural education and home economics, the new bill eliminates all special allocations to the various fields of vocational education and leaves it to state authorities to determine the kinds of vocational education for which the federal funds will be spent.

Funds Allotted to Grants-in-Aid

The focus of the grant programs at the federal level under Senate bill 3271 would be reoriented toward the broad objectives of program support assistance which would provide each state with a minimum of \$100,000 annually, extension and improvement aid of not less than \$5,000 annually, and special project grants made at the discretion of the U. S. Commissioner of Education.

Support grants to existing programs would represent the federal contribution toward maintenance of basic vocational education programs and require the major portion of the authorized federal aid money unless Congress should rule otherwise. They would be based on the same formula for distributing funds to the states as is followed in the Hill-Burton Hospital Construction Act of 1946 which employs both the factors of population and average per capita income to compute allotments.

Under this setup state matching funds would vary inversely with the average per capita income of the states, with the highest income state putting up two state dollars for every federal grant dollar and the lowest income state providing one state dollar to match two dollars in federal grants.

Funds to assist in initiating projects for the *extension and improvement* of vocational education would be allotted on the basis of population. The federal share would be 75 per cent for a project's first two years, 50 per cent for each of the succeeding two years, and 25 per cent for each of the last two years. Federal funds would not be made available to a particular project for more than six years but at the end of that period could be used for a different project. The assumption is that six years' time should be sufficient to demonstrate the worth of a particular activity.

The bill's proposals for *special project* grants are intended to encourage states to make developments in vocational education that may need special attention. In order to obtain such a grant a state must first draw up a plan for its use and submit this to the U. S. Commissioner of Education for approval.

Other Provisions of S. 3271

Some of the provisions of Senate bill 3271 are similar to those incorporated in existing vocational education laws. According to Senator Alexander Smith, its sponsor, "the general purposes of the vocational education program are retained. The funds

would be administered through the state boards, there is the federal-state co-operative relationship according to a state-developed plan" which contains minimum qualifications for teachers, supervisors, teacher trainers, and state directors. The U. S. Commissioner of Education is given authority to develop rules and regulations for the administration of the vocational education program.

Because of the emphasis being given by the Secretary of Health, Education, and Welfare to the importance of achieving the legislative changes necessary to accomplish a three-part grant structure for all major grant-in-aid programs under her jurisdiction, the Vocational Education Act of 1954 seems certain to come up for further Congressional consideration in the future.

Persons interested in vocational education, therefore, will want to study and understand the provisions of bill S. 3271, not all of which are referred to here, so they can determine what effect such legislation would have on the development and improvement of vocational education in America and be ready to make their opinions known when the time for action is at hand.¹

Current Statistics

Federal participation in an organized program of vocational education of less than college grade began over 35 years ago. For the past fiscal year (1954), Congress appropriated \$25,811,591 for this work. Allocations have been made from this amount as follows to these vocational fields—agriculture, \$9,958,122; trades and industry, \$8,709,335; home economics, \$5,539,901; distributive occupations, \$450,000; teacher training, \$1,114,233.²

Usually well-informed sources anticipate that Congress will authorize approximately the same over-all expenditure for this purpose for the new fiscal year which starts July 1, especially since President Eisenhower has requested restoration of \$1,173,261 of George-Barden funds originally eliminated from the budget he submitted for the 1955 fiscal year.

The proportion of federal, state, and local expenditures for vocational education since the passage of the Smith-Hughes Act in 1917 has increased from about one federal dollar for every one and one-half state and local dollars spent to about one federal dollar for five local and state dollars according to U. S. Office of Education reports. In the fiscal year 1953, state and local governments spent \$4.76 of their own

money for each dollar of federal funds allotted. The exact expenditures were: for the Federal Government, \$25,366,459.74; state governments, \$52,217,589.82; local governments, \$68,367,164.54.

The fact that the ratio of local to federal payments has increased steadily from the beginning is considered a convincing indication that the support provided has been effective in stimulating the states and local



communities to undertake the further development of vocational education as the founders of the program hoped.

To maintain the favorable situation resulting from this activity, informed educational sources believe a program of federal assistance must go on. Its continuance is also necessary to assure maintenance of adequate standards and fruitful co-ordination of leadership in the field as contemplated in the existing Vocational Education Acts.

It is significant to note that more workers who have left the full-time day school than regular students are aided by the program. In fact, every year since its inauguration in 1918 the workers enrolled in part-time and evening classes have outnumbered the all-day students attending preparatory vocational classes in high school.

The highest enrollment of all-day students took place in 1952 when over 1,350,000 young people were registered. That year more than 1,800,000 workers were enrolled. Workers' enrollments—not counting War Training Classes—reached their peak in 1950 when over 2,100,000 participated. In 1952-53, the latest school year for which this data is obtainable, 3,100,139 persons attended federally aided vocational classes.

A Continuing Need

Although these figures represent a sub-

stantial increase over the 164,186 students enrolled in vocational education in 1918, the first year the program was in operation, M. D. Mobley, the executive secretary of the American Vocational Association, states that according to the best information available "only about one-half of those who need and can profit by vocational training are now obtaining it."

The need for national grants to the states for vocational education and the importance of this training to the nation are succinctly set forth in the report of the Commission on National Aid to Vocational Education which President Wilson (D.) appointed in accordance with an Act of Congress in 1914.

The considerations that carried weight in obtaining passage of the first Vocational Education Act (Smith-Hughes) in 1917 hold true today as a perusal of these excerpts from the report of this Commission set up forty years ago will show:

"While many different kinds and grades of vocational education will always be required, the kind most urgently demanded at the present time is that which will prepare workers for the more common occupations in which the great mass of our people find useful employment.

"There is a great and crying need of providing vocational education of this character for every part of the United States—to conserve and develop our resources; to promote a more productive and prosperous agriculture; to prevent the waste of human labor; to supplement apprenticeship; to increase the wage-earning power of our productive workers; to meet the increasing demand for trained workmen; to offset the increased cost of living. Vocational education is therefore needed as a wise business investment for this nation, because our national prosperity and happiness are at stake and our position in the markets of the world cannot otherwise be maintained.

"While recognizing that training for all the different vocations is important and desirable, agricultural and trade and industrial education are most in need of national encouragement at the present time. The best way to aid the states in giving these kinds of vocational training is through grants for the preparation of efficient teachers and grants for the part payment of their salaries.

"National grants are required for the salaries and the training of vocational teachers: (1) to help to solve a problem too large to be worked out extensively and permanently save by the whole nation; (2) to help the states, with their widely varying resources, to carry the cost of giving vocational education and thereby to make this education possible in those states and localities already burdened with the task of meeting the requirements of general education; (3) to equalize among the states the large and unequal task of preparing workers whose tendency to move from state to state is making training for a life work a national as well as a state duty; (4) to give interest and prestige in the states to the work of preparing our youth for useful and productive service."

¹Up to three copies of S. 3271 may be obtained free by sending a written request to the Senate Document Room, Washington 25, D. C., or to your Senator. A brief analysis of this measure is available from the American Vocational Association, Inc., Denrike Building, 1010 Vermont Ave., N.W., Washington 5, D. C.

²These figures do not include an allocation of \$40,000 made to the Virgin Islands which has not been earmarked according to vocational fields.

Public Inspection of Minutes of Board Meetings

STEPHEN F. ROACH

Vice-president, J. J. Ferris High School
and Managing Editor, *Eastern School Law Review*
Jersey City 2, N. J.

I know of no duty of the court which it is more important to observe, and no powers of the court which it is more important to enforce, than its power of keeping public bodies within their rights. The moment public bodies exceed their rights, they do so to the injury and oppression of private individuals, and those persons are entitled to be protected from injury arising from such operations of public bodies.

In those words, written more than half a century ago, Mr. Justice Lindley referred to one of the fundamental functions of American jurisprudence. For if our agencies of government—in which must be included the local school board—are to be truly representative of, and responsible to, the people, then those agencies must not take official action without informing their constituencies, by some mutually satisfactory method, of the action taken.

And—as Justice Lindley pointed out—should an agency of government attempt to ignore or circumvent this responsibility it then becomes the duty of the courts to intervene.

One such method of informing the public, insofar as school boards are concerned, is to be found in the publication of the “minutes” of the proceedings at board meetings. For with such publication the electorate are kept fully informed as to the actions—past, present, and proposed—which the board deemed, or deems, necessary for the direction, management, and operation of the local educational enterprise.

But while this analysis of the *purpose* of the “minutes” of board meetings would be almost universally accepted, not quite as readily acceptable, perhaps, would be any single delineation of the *method* whereby those “minutes” are to be made available to the public.

A significant case, concerned with this latter aspect, was recently decided in the Supreme Court of Utah.

Facts of Case

In this case¹ the record showed that

¹*Conover et al. v. Bd. of Educ. of Nebo School Dist. et al.*, cited as 267 P. 2d 768 in the National Reporter System.

in answer to an inquiry from the Clerk of the Nebo (Utah) School District, the State Superintendent of Public Instruction advised that the minutes of local board of education meetings were not official until approved by the board. The reply advised further, that the local board should determine its own policy with reference to releasing such minutes to persons other than board members.

At an open meeting of the Nebo board, on February 18, 1953 (subsequent to receiving this reply), the Clerk took notes of what transpired, and transcribed his notes into minutes, for board approval, prior to placing them in his Journal. The statutes require that he keep such a Journal.

On the following day, Conover et al. asked permission to examine and copy the minutes so transcribed, but the Clerk informed them that the minutes would not be available for inspection until the board had approved them at the next meeting. The minutes, as transcribed, were later approved unchanged, and placed in the Journal.

The pertinent Utah statutes granted to every citizen the right to “inspect and take a copy of any public writing of this state except as otherwise expressly provided. . . .” The statutes also defined four classes of “public writing”: (1) laws, (2) judicial records, (3) other official documents, and (4) public records of private writings.

Upon being denied access to the minutes, Conover et al. brought suit.

The Issue

Fundamentally, the issue here was clear-cut: “Are the minutes of a local board of education meeting subject to inspection as a public record?”

The plaintiffs, in presenting the issue, contended that the notes of the Clerk—or at least the transcribed minutes prepared for Journal entry, subject only to board approval—were a “public writing,” that as such they should have been open to inspection “immediately after preparation,” and that “prepara-

tion immediately should have followed the meeting.”

The defendant board, on the other hand, contended that to do as the plaintiffs urged might lead to “public misinformation” as well as “embarrassment to board members,” because of possible inaccuracies in the minutes which were still tentative and unofficial until approved and placed in the Journal.

The Court's Findings

Addressing itself first to the general topic of public records, the court noted: “The statutes and cases relating to public writings are divergent as the shading of the spectrum. There appears to be no formula for determining what is or is not a public writing, except by defining the terms, looking at the facts, and relying on court decisions for determination and settlement.” However, the opinion continued, “whenever a written record of a transaction of a public officer in his office is a convenient and appropriate mode of discharging the duties of his office, and is kept by him as such, whether required by express provision of law or not, such a record is a public record.”

Turning then to the issue at hand, the opinion commented: “To hold that a public writing includes the unexpurgated scribbled notes of a Clerk . . . would be unreasonable. . . . It would be unreasonable also to hold that any record made by the Clerk short of approval by a board and placement in a Journal is not a public writing. . . . We hold, therefore, that the Clerk's untranscribed notes reasonably are not classifiable as a public writing . . . whereas the transcribed minutes in final form, but awaiting only approval and placement in the Journal, are a public writing. . . .”

To hold that the “minutes” were not, but that the “Journal” was a public writing, the court pointed out, “. . . would attach a magic significance to the [latter] word . . . and might repose in boards a power to act on matters of great public moment without opportunity for public scrutiny.” Nor, the opinion continued, could the board's policy of having the Clerk refrain from placing the minutes in the Journal until board approval was given, justify either the circumvention of the Utah statute that required him to prepare the minutes, or the withholding of information from the public for an “unreasonable length of time.” Significantly the opinion added: “It is no answer . . . to say that the meeting was open to the public.”

With regard to the matter of *when* the minutes should be available for public inspection, the court held the time must of necessity depend entirely on the facts of each case. “It seems to us,” it said, “that the reasonable time . . .

may vary with the exigencies of the particular case, and [that] the time for preparation and dissemination [of a record of a public board meeting, as here] would be directly proportional to the importance of the action taken."

"We believe . . . that a reasonable time after the meeting for making available the record of actions taken there would be some time *before* any important action was to take place."

The opinion concluded: "It would seem that, unless matters were of such a delicate nature or of the type where public policy dictates non-dissemination, the meeting itself should be open to the public and press, and information concerning what transpired there should be made available at least in a general way, to both at any time thereafter, by him whose duties require its recordation. There is nothing unreasonable in that under our free and democratic way of life. The truth about the official acts of public servants always should be displayed in the public market-place, subject to public approval. Any attempt to withhold information after a meeting, itself should be a subject for a wide publicity, irrespective of the fact that withholding it might prevent someone's embarrassment because of inaccuracy. Such inaccuracy may be reason enough to replace him responsible therefor, but most certainly is no reason for withholding information to which the public is entitled. . . ."

Therewith the court held that the Clerk's action in refusing permission to inspect his transcribed minutes was un-

reasonable, in that it prevented the public and press from obtaining information as to what happened at the meeting.

Significance of the Case

There would appear to be five points of significance which relate to the area of board "minutes."

First, the clerk's (or secretary's) untranscribed notes of the proceedings at a school board meeting are not to be considered as a "public record," in the sense that they are to be open to public inspection.

Second, the transcribed minutes of a board meeting, if in final form, and awaiting only approval by the board before being placed in the board's journal, are public records, open to public inspection.

Third, the existence of a local policy or rule which permits delaying the actual placing of the minutes in the board journal—until board approval is first given—will not justify the withholding from the public, for an unreasonable length of time, of information concerning actions taken at board meetings.

Fourth, the time required for the preparation and dissemination of board "minutes" should be in direct proportion to the importance of the action taken at the meeting being recorded.

Fifth, a reasonable time after the meeting for making available the record of actions taken there should be some time *before* any important related action is to take place.

systems. Fifty-nine of Wyoming's superintendencies are in schools employing fewer than 20 teachers. These posts, alone, have accounted for 114 changes, or over four fifths of the total number of replacements in all of the public schools of the state. Only nine of these small schools were able to retain the same chief administrator for the entire eight-year period. Each of the remaining 50 small school systems was served by an average of three different superintendents in eight years. Some fared better; some fared worse. One system employed seven different superintendents; two were served by six different persons; four systems were introduced to five superintendents; and 13, to four.

How can a board of education and the community expect educational leadership and continued improvement in its schools under such conditions? It takes at least one to two years for a new administrator and the faculty to understand each other well enough to become a co-operative, functioning team. It takes time to become acquainted with the needs, conditions, and resources of the community which the school must serve. It takes even longer to win the lasting confidence, support, and participating co-operation of the school's many publics. It takes several years for long-range planning to evaluate the past and the present and to chart a course for steady future improvement—improvement in plant and program, improvement in finance, improvement in personnel and supply management, improvement in public relations.

The Children Suffer

Without that passage of time, a superintendent can act only on the basis of the expediency of the moment. Because of his decisions and his recommendations to the board, the school may move forward, or it may not. His only solace is that probably he will not be there long enough to know, long enough to take credit for his fortunate guesses or to suffer for his wrong decisions. Someone else will take his place. But the children stay; and like "the sins of the fathers," the errors and omissions of haphazard school administration are visited upon the children and upon their younger brothers and sisters to come. No one ever knows where the school is going; no one ever knows where it came from; no one is really sure where it is.

To be certain, some of these men were experienced, successful superintendents, changing positions to climb the ladder of their profession. Some were failures and were replaced with cause. Ninety-six of them, however, were either beginners in the superintendency or new to the problems of Wyoming schools. Nine were former Wyoming superintendents returning after one or more years spent in some other branch of the profession, in graduate study, or in an entirely different occupation. Thirty changes involved superintendents who remained in the profession but moved from one Wyoming school to another.

Among the nine superintendents who returned to the profession, six had left one Wyoming school system and returned to

(Concluded on page 61)

In Wyoming —

Parade of the School Administrators

MAYNARD BEMIS

Professor of Education
University of Wyoming
Laramie, Wyoming

It just isn't true that everyone loves a parade. At least, it isn't true when it wrecks the continuity of the educational program of our schools. The parade of school superintendents through small school systems is one threat to public education which, as yet, has not been given sufficient attention. A recent survey¹ of job continuity in the 87 school superintendencies in Wyoming

has revealed some discouraging facts. Other studies would indicate that Wyoming is not the only state to face this threat.

Only 22, or one fourth of Wyoming's superintendencies have been held by the same person for as long as eight years. Even more startling is the fact that among the 65 school systems which have changed leadership, 135 different changes have taken place since the spring of 1947. Those figures would indicate an average tenure of just less than four years, but the true picture is worse than that.

Hardest hit have been the smallest school

¹This survey was carried out by John Hair, Graduate Assistant, University of Wyoming, with the co-operation of the State Department of Education, as a part of the Wyoming project of the Pacific Southwest C.P.E.A.

THE AMERICAN School Board Journal

William C. Bruce, Editor

INTEGRATION, HOW SOON?

THE unanimous decision of the U. S. Supreme Court of May 17, 1954, outlawing segregation of the races in public schools, promises to carry the United States forward ultimately into a new period of basic educational betterment and genuine social and political equalization. The decision which reverses the stand of the court taken in 1896, when it was held that the constitutional requirement of the equality of all races before the law would be met by equal but separate school facilities, now declares

that in the field of public education the doctrine of "separate but equal" has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment.

While the decision is much broader in its implications and ultimate outcomes than the free admittance of Negro and other nonwhite children to all public schools and colleges, it is interesting that education is here recognized as the very beginning and basis of equality of all people before our laws. Chief Justice Warren, in his opinion, very clearly stated that

education is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

The decision of the Court is by no means final, except for the basic principles of equality which it declares. In October next, all parties to the suit and all friends of the Court are requested to submit briefs outlining plans and suggestions for implementing the decision and for making it possible to carry into effect the integration of the schools with a minimum of harm and ill will. The confusion of opinions, threats, proposals, and criticisms made by some few southern state officials leads to the conclusion that while the decision of the Court was fully expected, there has been no constructive thinking toward a solution of the state-wide and local problems which may be expected to arise. The press has been astonishingly conservative in its acceptance of the troubles which are certain to follow the Court's findings. The state and local school authorities have appeared aghast at the complexity of their situations and have wisely refrained from immediate action. In the border states where for some years past the large cities and their suburbs have been preparing their populations, their staffs, and their school children to accept integration, immediate action may be expected. This is especially true of areas like Baltimore, St. Louis, and the larger Kansas cities where complete change-overs will be made in the fall.

Every board of education will have the serious duty of working out its own series of policies for putting the Court's decision into effect. Whatever policies any school board adopts, action must be taken only after deliberate consideration of all social, economic, and educational effects. To act hastily or to move before the support of the local community has been assured, at least for the over-all plans and pro-

cedures, may endanger and slow down the whole ultimate value of the decision.

Within the frame of local board policy, the superintendent will have the responsibility for developing and applying a plan and program of local adjustments. Unquestionably, the local actions will be based on the broad program laid down by the respective state administration in the form of legislation, and the directives of the state superintendent and the state education department. No local school system can move faster in a major reorganization of its school system such as the decision contemplates than is required by the state. Local schools are after all instruments of the state and the school boards are local agents of the state.

The interests of all the children must be paramount in any policy the school board adopts. In a special way, the competent professional teachers—white and Negro—deserve consideration. The career of no teacher gained by hard professional study and dedicated work in the classrooms can or should be disturbed.

The decision of the Court lays on the school boards a serious challenge and a magnificent opportunity: a challenge to break down ancient racial and social prejudices and practices; an opportunity—in reality a duty—to bring to an end for all time the unjust denial of a completely equal opportunity of education for all the children of all the people.

WASHINGTON'S EXAMPLE

SUPT. HOBART CORNING and the Washington, D. C., board of education have developed policies and a program which suggest points to be followed in general by boards of education in cities where the integration will not be hampered unduly by state restrictions, excessive community antagonisms, economic barriers, and marked school plant shortages. The board has set up five policies which in summary are:

(1) All assignments and ratings [pupil and personnel] in the school system shall be based upon merit, not color or race; (2) no pupil shall be favored or discriminated against in any matter or manner respecting his relations to the schools by reason of race or color; (3) in no event shall children attend schools outside the boundaries of the district in which they live for reasons of color or race; (4) records of pupils and personnel shall make no reference to race or color; (5) all school buildings shall be used to maximum efficiency without regard for color or race.

In applying the board's policies, Supt. Corning has prepared a series of principles of desegregation which provide in essence:

1. *Complete desegregation of all schools is to be accomplished with least possible delay.* Desegregation by grades or by levels would delay the process and would create administrative problems arising from confusion and inconsistencies.

2. *New boundaries are to be established for each school.* Definite boundaries will be established—to make the optimum use of the school by the pupils living in its immediate area. . . . Where schools are located very close to each other, it will be impossible to set up separate boundaries. . . . therefore, the boundaries will be for groups of schools. . . . When the new boundaries have been established . . . adherence to the boundary limitations must be definite and without exception. . . . This does not mean . . . any change in the present practice of adjustments . . . by the superintendent wherever changes in school population make such action necessary.

3. *Appointments and promotions of all school personnel are to be made on a merit system only and assignments will be in accord with the need of the service.* The tenure rights of individuals as to salary level and rank will be maintained.

4. *The transition to a desegregated system is to be accomplished by natural and orderly means.* Artificial and immediate assignments of large numbers of pupils, teachers, and officers would be disruptive and will be avoided.

Supt. Corning's staff has selected 18 school districts which will be desegregated in September, 1954; further changes will be made as problems of housing, finances, and staff are solved so that the final changes may be made by September, 1955.



Both pupils and teachers are proud to claim this attractive Butler building as their school. Notice the banks of windows that let in lots of fresh air, and flood the modern classrooms with light.



"With **BUTLER** buildings and plans we got both classrooms and a community center for the price of one!"



A dream comes true for Mr. Totel as he points out to Mr. Stakemiller and Mr. Phalen of the Mendota Building Service, how well their plans have worked out in practice.

Says Alfred Totel, President, Wallace Township School District, Ottawa, Illinois

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THEY SERVE

The New York "State Bulletin to the Schools" reports in its latest issue that 7877 elected members of school boards serve the school districts of the state. This number is 928 less than the total found during the school year 1949-50. The difference is due almost entirely to the disappearance of 940 common school districts.

The common schools (rural one-room schools) are served by 2818 trustees. By far the larger number of districts have one trustee only; 363 districts have three trustees. In 60 per cent of the districts outside of the common school districts five-member boards are found; seven- and nine-member boards are also popular; only 29 boards have six, eight, or ten members.

In the city school districts, the predominant number of board members is nine, followed by boards with five members. The capital city of Albany and 33 union free districts have three-member boards; the village of Malone has a ten-member board. Of the central school districts, the larger proportion have five- to seven-member boards; 81 now have seven to nine members; and 52 have nine members.

HIGH SCHOOL TRANSFERS

The Pittsburgh board of education has received a preliminary report from its committee on schools and instruction, calling for a change in policy concerning high school transfers.

The plan provides that high school transfers be ordered to the designated school centers for the subjects of Hebrew, German, advanced Latin, advanced science, advanced mathematics, advanced French, advanced Spanish.

A study is to be made in the basic principles of the organization and technique for operating the junior high school with respect to especially able students. A further study and experimentation is to be made in the organization of the instructional program in the senior high school, to eliminate overlapping and duplication, and to improve the quality of the work done. A multiple track program is suggested to encourage "above average" pupils to reach college after 11 years' schooling.

It is suggested that the high school limit the elective system with a view of increasing the number of required subjects.

EVACUATION TEST

High school students of University City, Mo., on May 18, participated in an atom-age version of a track meet. Survival was the prize instead of laurels. The idea was to see how fast they could leave a radiation area on foot, in event of an atomic attack. If they could walk two miles in a half hour, they won.

The pupils were handed ticket stubs each time they completed a lap, had a half hour to walk eight laps. If they didn't make it, they were presumed dead. If they barely made it, they were alive, but radioactive. More than eight laps and they were safe. Another test will be conducted later.

SEGREGATION IN SCHOOLS

Administrative officials in the four St. Louis area educational systems which ended segregation within recent years, have agreed that interracial classes have been carried on successfully, with a minimum of friction. Speakers from the four areas who appeared on the program of the Interracial Nursery Foundation of St. Louis, reported gradual progress but added that the progress will depend on the attitude of the community at large. It was pointed out that, although Negro and white students appear to accept each other well in class, almost no Negroes become officers of school organizations.

HOUSTON TO CONTINUE

Principals of the Houston, Tex., public schools have been informed that schools in the city will continue on a segregated basis through the 1954-55 school year. State Commissioner of Education J. E. Edgar said that there might be a considerable lapse of time between the decree of the Court and the actual operation of the new interpretation of the Constitution. No immediate change in the financial operation of the Texas schools is planned.

VIRGINIA REJECTS

The Virginia state board of education has refused proposals that Virginia begin integrating Negro and white pupils in the same schools next fall. The board has notified all local school superintendents to proceed with plans for the 1954-55 school year on a segregated basis. Governor T. B. Stanley said that Virginia would proceed with plans for the new school term on a segregated basis pending final decrees from the Court on its decision outlawing school segregation.

SEGREGATION CHARGED

Spokesmen for Negro organizations in Pasadena, Calif., about June 1, threatened suit to compel the discontinuance of disguised segregation of Negro, Mexican, and Japanese children. The immediate cause of the trouble in this unsegregated community involves two elements: (1) the maintenance of "neutral zones" in school districting in which there is some elasticity in assignment of pupils to schools; (2) the granting of special permits for children to attend schools other than the one to which they would normally go on a geographical basis.

The student body of the Garfield School is composed of colored, oriental, and Mexican children, with only a few pupils of white extraction. The nearby Arroyo Seco School, composed almost entirely of white children, has become overcrowded, with 250 students in facilities designed for 200. The Garfield School has 250 pupils in a school designed for 400. It is claimed that a \$30,000 addition for the Garfield School is unnecessary if transfers are made from the Arroyo Seco School.

HONOR SCHOOL BOARD MEMBERS

On April 26, the St. Clair County, Mich., School Board Association honored its oldest members at a dinner, attended by practically all the school board members of the county, superintendents of schools, and teachers. A total of 32 members present have 20 years or more experience as board members. Two of the members, Roy T. Gilbert (second from left, bottom row), and Frank Dunnigan (second from right, bottom row) have 49 and 50 years of service, respectively.

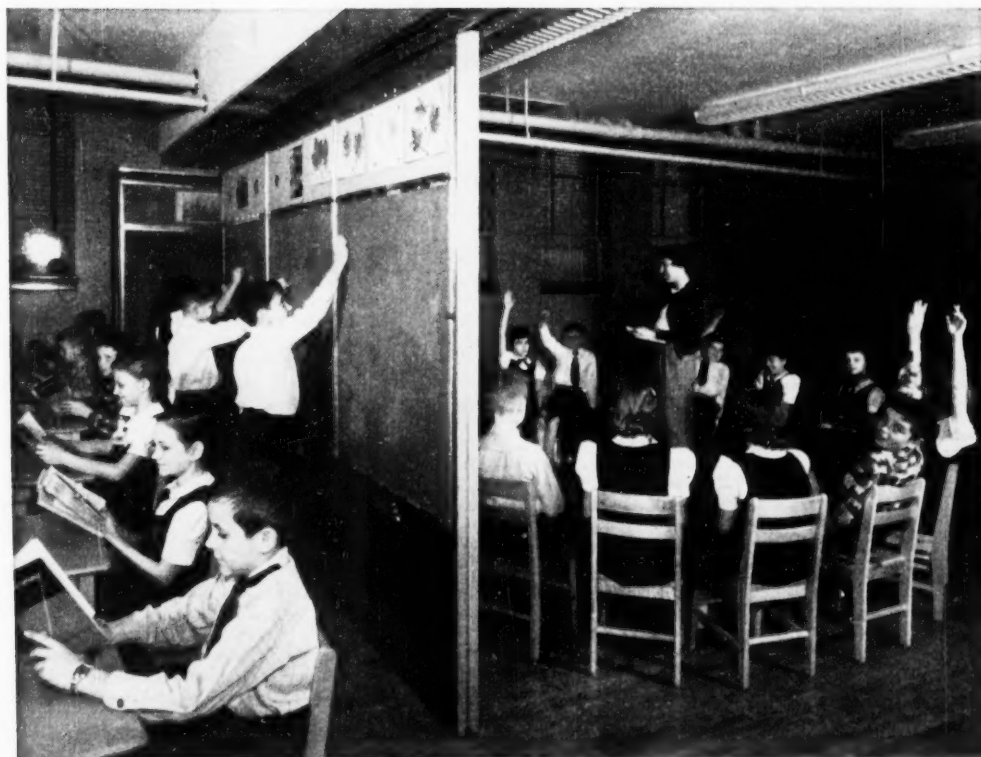
The dinner group was addressed by Prof. Howard Jones, of the University of Michigan, and Supt. Robert W. Coulter, of the Port Huron township schools.



On April 26, 1954 the St. Clair County School Officers Association, Port Huron, Mich., honored at a banquet 32 county school officers with 20 or more years of service. Frank Dunnigan (second from right, bottom row) and Roy T. Gilbert (second from left, bottom row) lead the group with, respectively, 50 and 49 years of service.

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SCHOOL LAW-NEWS

SCHOOL FUNDS

Any school district established under enabling legislation is entirely subject to the will of the Illinois legislature thereafter, and with or without consent of the inhabitants of the school district, over their protests, and even without notice or hearing, the state may take the school facilities in the district, without giving compensation therefor, and vest them in other districts or agencies. S.H.A. Const. art. 2, § 2.—*People ex rel. Dixon v. Community Unit School Dist. No. 3*, 118 Northeastern reporter 2d 241, Ill.

A school district owns no property and all school facilities are the property of the state and are subject to legislative will.—*People ex rel. Dixon v. Community Unit School Dist. No. 3*, 118 Northeastern reporter 2d 241, Ill.

SCHOOL DISTRICTS

The purpose of the Illinois legislature in laying out the program to eliminate nonhigh school districts was to cause such districts to become an integral part of a district that has or could furnish educational facilities. S.H.A. ch. 122, §§ 4B-12, 19-33.—*People ex rel. Community High School Dist. No. 231 v. Hupe*, 118 Northeastern reporter 2d 328, Ill.

A territory cannot be so detached from a community consolidated school district as to leave the remaining territory of such districts in separate bodies or not contiguous.—*People ex rel. Dixon v. Community Unit School Dist. No. 3*, 118 Northeastern reporter 2d 241, Ill.

Generally, in the absence of a statute or constitutional provision to the contrary, a territory annexed to a municipal corporation, or a school district, is liable to pay its proportionate share of the existing indebtedness of the corporation to which it is annexed.—*Linke v. Board of County Commissioners of Grand County*, 268 Pacific reporter 2d 416, Colo.

Where a new community high school district is formed, which includes nonhigh school territory whose bonded indebtedness the new district is not required to assume, a proportionate share of such indebtedness is not chargeable to the debt-incurring power of the new district. S.H.A. ch. 122, §§ 4B-12, 11-1 et seq., 19-33; S.H.A. Const. art. 9, § 12.—*People ex rel. Community High School Dist. No. 231 v. Hupe*, 118 Northeastern reporter 2d 328, Ill.

DISTRICT GOVERNMENT

A county board of education is not a corporate body with power to sue and be sued, but is merely an agency through which the county acts in school matters, and a suit for breach of contract cannot be maintained against it.—*Beckanstin v. Drake*, 80 Southeastern reporter 2d 506, 89 Ga. App. 636, Ga.

In their official capacity, the members of a county school board cannot be sued for breach of a contract made on behalf of or in the name of the board, but for a positive tort committed by members of a school board acting in unison and beyond the scope of their official capacity, members of the school board may be held personally liable.—*Beckanstin v. Drake*, 80 Southeastern reporter 2d 506, 89 Ga. App. 636, Ga.

Unless matters discussed at a meeting of the board of education are of such a delicate nature or of the type where public policy dictates nondissemination, the board meeting itself should be open to the public and press, and information concerning what transpired at the meeting should be made available, at least in a general way, to both the public and the press at any time thereafter, by him whose duties require recordation of the meeting. U.C.A. 1953, 53-3-4, 53-6-15, 78-26-1, 2.—*Conover v. Board of Education of Nebo School Dist.*, 267 Pacific reporter ed 768, Utah.

DISTRICT PROPERTY

An action by an architect against the county school board and the individual members thereof for breach of contract for the construction of a new school building and certain additions to the existing buildings, could not be maintained, since the county school board is not a corporate body, with power to sue and be sued, and the individual members of the county school board cannot be sued for breach of contract made on behalf of and in the name of the board.—*Beckanstin v. Drake*, 80 Southeastern reporter 2d 506, 89 Ga. App. 636.

DISTRICT TAXATION

Where a new high school district is formed, including nonhigh school territory, the fact that the territory taken to form a new district will be subject to the bonded indebtedness of both the old and new districts, the total of which will likely exceed five per cent of the valuation of the taxable property in such territory, does not violate the debt limit provision of the constitution, whose inhibition is against the individual or separate school district from becoming indebted in excess of five per centum of the value of the taxable property. S.H.A. ch. 122, §§ 4B-12, 11-1 et seq., 19-33; S.H.A. Const. art. 9, § 12.—*People ex rel. Community High School Dist. No. 231 v. Hupe*, 118 Northeastern reporter 2d 328, Ill.

A board of county commissioners had the duty to include within the area to be taxed for payment of balance due on bonds issued by a union high school district to build a school building, realty located in school districts which were annexed to the union high school district after an election authorizing an issuance of bonds. '35 C.S.A. c. 146, §§ 138, 171-179, 174.—*Linke v. Board of County Commissioners of Grand County*, 268 Pacific reporter 2d 416, Colo.

TEACHER EMPLOYMENT

The 1935 teacher tenure law of Oregon repealed a prior law and wiped out tenures acquired under it, but was intended to give the same benefits to teachers who had previously served three years as to those who should thereafter serve for three years, omitting the requirement of a resolution of a board of directors.—*Lommason v. School Dist. No. 1, Multnomah County*, 267 Pacific reporter 2d 1105, Ore.

A teacher who did not serve as a probationary teacher, did not become a permanent teacher under the Oregon teacher tenure law by serving three successive years after the effective date of the tenure law, and was not entitled to the benefits of such law in view of the fact that such law applies only to probationary teachers or permanent teachers. Ore. laws of 1935, c. 125, §§ 4, 7.—*Lommason v. School Dist. No. 1, Multnomah County*, 267 Pacific reporter 2d 1105, Ore.



1700 —Long school houses and four desks and benches of rough hewn logs for mass seating.



1800 —First crudely made wooden desks with integral benches for tandem seating. The slivers were rampant.



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There are no snagging, pinching, or soiling hazards, no sliding or binding parts to pinch fingers. 5-ply birch plywood seats are hot-press bonded; edges rounded, won't chip or leather in long use. Chair can't tip forward in use.

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SCHOOL BOARD-NEWS

★ Dallas, Tex. Negro school teachers in Texas face a serious problem of employment as a result of the segregation ruling of the United States Supreme Court, Texas State Department of Education officials believe.

Hundreds of Negro teachers in Texas draw salaries equal to white teachers and many of them are high school principals. In Dallas there are two large Negro high schools fully staffed by thoroughly competent Negro teachers, all holding college degrees and drawing good pay.

It is feared by educators that with segregation becoming effective few Negro teachers will be employed, except in schools where the enrollment is expected to remain Negro entirely. The problem will not be so critical in Dallas and other large cities, but in many smaller cities it is doubtful that Negro teachers will be re-employed by the school boards.

The Negro teachers realize the fact that many of them will be out of employment, once segregation in schools becomes totally effective. Meanwhile it is hoped by the Dallas board of education that sufficient time will pass before segregation becomes effective that conditions will change in so many different phases that Negro teachers in most cases may retain their positions. But the fact remains that scores of good Negro teachers throughout Texas fear for their jobs, realizing that in many cases school boards will not renew contracts, especially in schools attended by whites.

★ Sewickley, Pa. The borough school board has adopted a 1 per cent wage tax and reduced real estate levies from 21 to 19 mills. Since the borough itself has already imposed a tax, the school board's action paves the way for an equal division of the income between the groups.

★ Topeka, Kans. The board of education is well along the way to ending segregation in its grade schools. J. A. Dickinson, president of the board, said that Topeka is in the process of terminating segregation. There are 22 elementary schools in the school system, four of which are for Negro pupils, and another school will be opened in September. Twelve schools are scheduled to be integrated during the next school year, and the others will be handled later.

★ Granville, N. C. The board of education and the Granville board of health have co-operated in conducting a nutrition workshop in the Creedmore schools. The eating habits of children were studied in the workshop in an interesting manner through the use of pamphlets, folders, charts, and food parties. At the end of the workshop course the teachers were prepared to advise their students on nutrition.

★ The school board of Sheridan, Ark., has voted to integrate white and Negro pupils next fall. Supt. A. R. McKenzie said the board acted in compliance with the U. S. Supreme Court ruling against school segregation. An estimated 21 Negro pupils will enroll at the white school in the fall.

The Education Committee of the Arkansas Legislative Council has set up a state-wide citizens' committee to study the problem of compliance with the anti-segregation decision.

★ McAlester, Okla. The voters have approved an amendment to the city charter, providing for a seven-member school board. The amendment provides for four-year terms for a member from each of the six wards, with a member-at-large from outside the city limits.

★ Pittsburgh, Pa. The school board has voted to turn over the summer recreation program to the city for one year. The program will be conducted at 47 of the school centers, with the board supplying the custodial help, and the city the playground personnel. The city will pay all wages.

★ Montville, Conn. The board has approved a recommendation of Supt. E. F. Donohue to continue manuscript writing in grade two, and script writing in grade three. The board approved a science course of study for the entire school system.

★ The Sheridan, Ark., school board which on May 21 voted to admit Negro children to the junior and senior school for whites, rescinded its action on the following day, after a mass meeting of citizens.

★ Richwood, Ohio. The school board has appointed a citizens' committee to act in an advisory capacity in the solution of problems of overcrowding. The committee will work with the board in determining the housing needs of the schools, making plans to meet those needs, and making preparations for a school bond issue.

★ Shreveport, La. The Caddo parish school board has approved a suggestion calling for the consolidation of 74 one- and two-room rural Negro schools into seven large school centers in the parish. According to Supt. Roscoe White, the change is aimed at efficiency and economy in administration.



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SCHOOL BUILDING NEWS

SCHOOL BUILDING CONSTRUCTION

During the month of May, 1954, contracts were let in 11 states west of the Rocky Mountains, for 101 school buildings, to cost \$20,655,661. Further, 21 projects were reported in preliminary stages, costing an estimated \$18,977,500.

During the month of April, 1954, Dodge reported contracts let for 762 educational buildings, at a total valuation of \$170,918,000. The states included in the report are 37 states east of the Rocky Mountains.

SCHOOL BOND SALES

During the month of May, 1954, school bond sales, amounting to \$137,943,250, were reported. The largest sales were:

California	\$16,042,000	New York	\$12,563,500
Connecticut	13,514,000	Ohio	9,517,500
Illinois	9,807,000	Oklahoma	3,850,050
Louisiana	5,335,000	Oregon	2,114,000
Michigan	16,695,000	Pennsylvania	3,700,000
Minnesota	6,595,000	Texas	8,470,000
Missouri	2,014,000	Washington	10,866,000

The average interest cost as of June 1 was 2.49 per cent.

DEVELOP SPECIFICATIONS

The board of education of Houston, Tex., has recently accepted complete specifications for the construction and equipment of temporary school buildings. The specifications include complete standards and data on the quality of materials and construction for (a) the buildings themselves, and (b) the permanent as well as the movable furniture and equipment. The work has been carried on by the architect of the board of education, Stayton Nunn, and H. S. Brannen, assistant business manager in charge of school purchasing.

The new documents prepared under the general direction of Hubert L. Mills, business manager of the board of education, include bid notices and bid forms, a performance bond, combined specifications and bid forms, and letters of transmittal of contract, etc.

The permanent and movable equipment and furniture include: (a) chairs and tables, (b) movable chair desks, (c) teachers' desks and chairs, (d) worktables and chairs, (e) library chairs, (f) inclusive kindergarten equipment, (g) minor equipment such as pencil sharpeners, erasers, wastebaskets, bookcases, etc., (h) construction data of the buildings, and (i) minute materials for instruction, housekeeping, etc.

The entire specifications have been prepared to facilitate the business of planning and constructing new buildings and to obtain a high correlation between needed quality and ultimate economy.

CONTINUE BUILDING

Supt. Benjamin C. Willis, of the Chicago public schools, in a recent report, has urged the board of education to begin thinking in

NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS*

Item	Date	Latest Figure	Previous Month
School Building Construction ¹	Apr., 1954	\$170,918,000	\$178,875,000
School Building Construction ²	May, 1954	20,665,661	31,150,035
Total School Bond Sales ³	May, 1954	137,943,250	152,251,600
Average Interest, Selected Municipal Bonds ⁴	Apr., 1954	2.49%	2.43%
Urban Building Authorized, Educational ⁵			
Number of Buildings	Feb., 1954	233	223 ⁶
Valuation	Feb., 1954	\$ 46,905,000	\$ 53,699,000 ⁸
Construction Cost Index ⁵	May, 1954	586	585
Wholesale Price Index ⁶	May 18	111.3	111.3
Total Population of the U. S. ⁷	Apr. 1	161,763,000	161,542,000 ⁹

*Compiled June 7, 1954.

¹Dodge figures for 37 states east of Rocky Mts.

²11 states west of Rocky Mts.

³Bond Buyer.

⁴U. S. Dept. of Labor.

⁵American Appraisal Co., Milwaukee.

⁶U. S. Dept. of Labor.

⁷U. S. Dept. of Commerce.

⁸Previous year.

⁹Including armed forces overseas.

terms of a "continuing annual building program" to keep up with the increase in pupil enrollment. He urged that buildings under the current five-year, \$50,000,000 building program, be completed by 1956. Even with these new buildings, he said, there will be double shifts next September due to overcrowding.

DALLAS BUILDS

The Dallas, Tex., school board has begun a special school census to determine the present and future school enrollments and to indicate the need for additional school facilities. Two new elementary schools are planned for the metropolitan area, and three schools are already located in the White Rock suburb. It is planned to construct two schools in a new suburban area.

The school board has decided to erect a new technical high school and at least three senior high schools during the next few years. More than 50 new schools are on the planning board and designated for early construction. The schools will be financed by bond issues already voted or to be voted in the near future.

BUILDING NEWS

★Edina, Minn. The voters approved a proposal to erect a junior high school and to construct an addition to the Concord School.

★Lawrenceburg, Ky. Anderson County board has begun plans for additions to two consolidated schools.

★North Mankato, Minn. A new junior high school was occupied for the first time this year. The building has complete academic rooms, a "little theater," a combination cooking and sewing room for home economics, an all-purpose industrial-arts room, a gymnasium-auditorium, a lunchroom, a game room, a band room, and an office suite.

★Fergus Falls, Minn. A new senior high school costing \$1,750,000 has been completed and occupied. The building accommodates 600 students.

★Ashland, Ky. The school board has begun a study of school building needs. The first of a series of meetings will be held to discuss plans for overcoming the shortage of classrooms and other facilities and for relieving poor building conditions in existing structures.

★Erlander, Ky. The school board of Erlander-Elsmere has called for bids for a new high school, to cost \$750,000. The building will contain 14 classrooms, a gymnasium, a manual arts shop, a lunchroom, and offices.

★Grand Rapids, Minn. The board of education has been engaged in an extensive school

building program. Five new elementary schools, a gymnasium-auditorium building, an administration building, and additions to three buildings have been completed.

★A site has been selected for the new senior high school in Haverford township, near Utica, N. Y. The building is expected to cost \$4,000,000.

★Clinton, Iowa. The school board has proposed a new school building program, to cost about \$2,000,000. A site of eight acres has been purchased for a new west school.

★Albert Lea, Minn. The school board has adopted a new policy, barring nonresident pupils after September, 1956. The board was forced to take this stern measure because of a large increase in enrollment.

★Woodward, Okla. The school board has appointed a planning committee of 35 teachers and citizens to work with the board in making long-range plans for school buildings and other phases of school work.

★Winfield, Kans. The school board has approved a proposal calling for a program of special education. The plan, to apply to the fourth, fifth, and sixth grades, will include retarded children and remedial reading and special help for other pupils.

★Virginia, Minn. The school board has approved a faculty retirement program for a one-year trial to permit the employment of teachers beyond the present 65-year limit. The board also approved liberal regulations governing sick leaves, extracurricular coaching, leaves of absence, outside teaching experience, and health requirements.

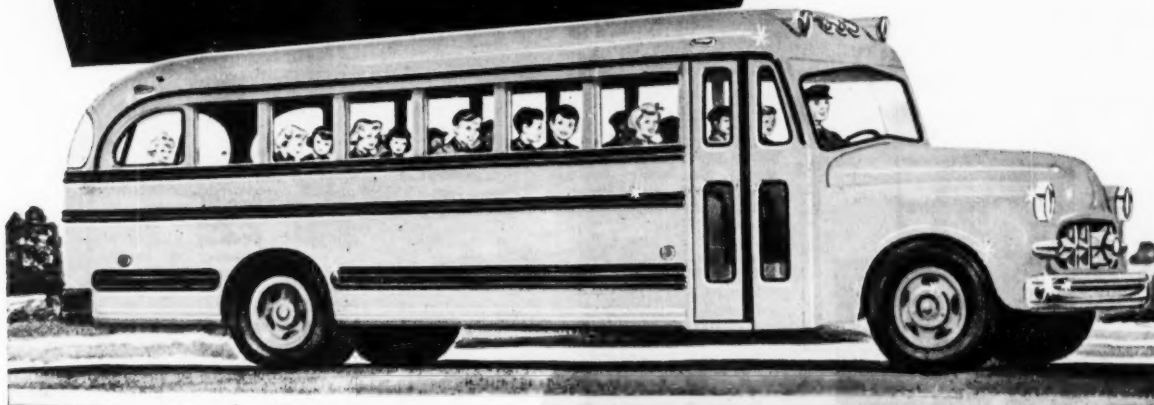
★The board of education of North St. Paul, Minn., is engaged in an active school building program, which is intended to provide additional school facilities for a soaring school enrollment. A new eight-room elementary school is under construction, and plans are in progress for an addition to the high school, an addition to an elementary school, and two five-room rural elementary schools. An eight-room elementary school was completed and occupied in 1953.

1954 SCHOOL BUILDING FILMSTRIP

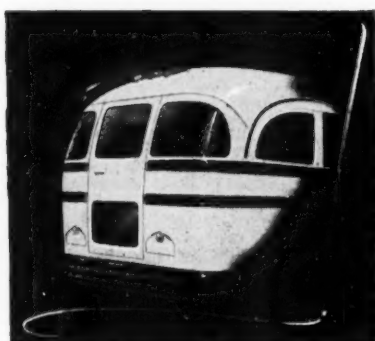
The American Association of School Administrators, Washington 6, D. C., has made available the 1954 school building filmstrip, consisting of plans and illustrations of school buildings exhibited at the 1954 convention of the Association in Atlantic City.

The film is 35mm. in size and is sold at \$5 per copy.

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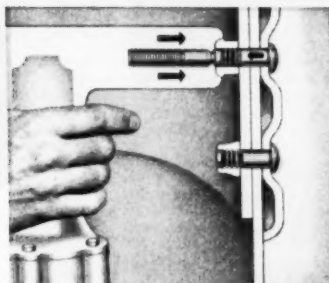
● 156% more clear-view area in those new "Curv-a-Corner" rear windows—no more "blind-spot" driving!

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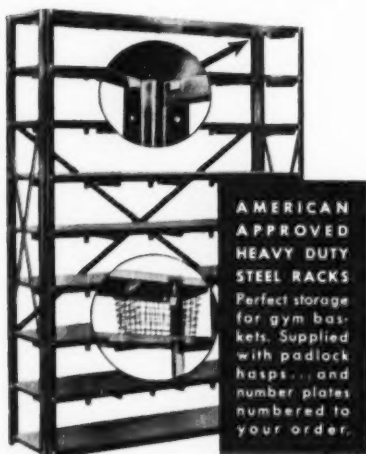
It's industry's newest answer to weld weakness and "rivet wiggle." The element of human, production-line error is gone!



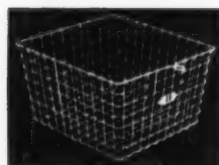
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PERSONAL NEWS

PERSONAL NEWS OF SCHOOL BOARDS

- ★ EUGENE E. LAND, for many years a member of the board of education of Royal Oak, Mich., has resigned due to the fact that he has changed his residence to a new district. MARLIN R. HEMPHILL has been appointed to fill the remainder of Mr. Land's term.
- ★ JOHN C. MEIGHEN has been re-elected treasurer of the school board of McKeesport, Pa., for a 25th term.
- ★ B. J. GOSS has been elected president of the board at Maud, Okla.
- ★ A. M. McCULLOUGH is the new president of the board at Highland Park, Tex.
- ★ A. W. SWIFT has been re-elected president of the Tulsa County, Okla., County School Board Association.
- ★ DR. W. D. KETTER is the new president of the board at Falls City, Neb.
- ★ KENT H. PARKER has been elected president of the board of Dist. No. 36, Winnetka, Ill.
- ★ MRS. JOHN WYETH has been elected president of the board at St. Joseph, Mo.
- ★ C. M. LEE is the new president of the board at Poplar Bluff, Mo.
- ★ FRANK ST. CLAIR has been elected president of the board at Columbia, Mo.
- ★ E. H. MUELLER is the new president of the board at Jefferson City, Mo.
- ★ HUGH E. STAFFORD has been elected president of the school board at Sheboygan, Wis. He has been a member of the board for the past 17 years.
- ★ ROBERT S. SHRIVER, JR., and SYDNEY P. BROWN have been named to the Chicago board of education by Mayor Kennelley.
- ★ EUGENE REYNOLDS has been elected president of the Joliet township school board at Joliet, Ill.
- ★ DR. G. K. MEINERSTADEN has been named president of the board at Chillicothe, Mo.
- ★ W. P. PAVOR has been elected president of the board at Blytheville, Ark.
- ★ L. CLARK McNELL has been elected president of the school board at Salem, Mo.
- ★ DR. JOHN M. COOPER has been elected president of the board at Butler, Mo.
- ★ HERBERT G. WEITZ is the new president of the board at Morris, Ill.
- ★ GEORGE ROSENBOHM has been elected president of the board at Maryville, Mo.
- ★ ALBERT S. HATCHER, JR., is a new member of the Bibb county board of education, Macon, Ga.
- ★ LLOYD REDMON is the new president of the King City R-I board at King City, Mo.
- ★ FRANCIS T. DUNCAN has been elected president of the LaSalle-Peru township high school board, LaSalle, Ill.
- ★ F. BURTON SAWYER is the new president of the board at Kirkwood, Mo.
- ★ J. M. CLEM has been elected president of the board at Malvern, Ark.
- ★ JAMES C. PORTERFIELD, a member of the faculty of the University of Omaha, Omaha, Neb., has been named executive secretary of the Nebraska State School Boards Association. He succeeds Dr. Frank H. Gorman.
- ★ HAROLD P. LEWIS has been elected president of the new joint school board in Newton, Pa.
- ★ REV. C. GEORGE ENGDAHL is the new president of the board in Moline, Ill.
- ★ JOHN D. ALLEN, JR., has been elected secretary of the board at Brownwood, Tex.
- ★ E. DALE BACHMAN has been elected secretary of the school board at Middletown, Pa. S. Y. HELSEL has been re-elected as treasurer for a sixth term.
- ★ J. W. POYNTER has been elected president of the board of education at Kearney, Neb. DR. H. V. SMITH was named vice-president, and JOE ELLIOTT, JR., secretary.
- ★ CLAYTON SCHUNEMAN has been elected president of the board of Sterling township, Sterling, Ill.
- ★ JOSEPH ROUNTREE is the new president of the board at East St. Louis, Ill.
- ★ DR. WILLIAM L. PODESTA has been named president of the Paradise township board in Mattoon, Ill.
- ★ DR. S. RICHIE KAMM is the new president of the high school board No. 95, in Wheaton, Ill.
- ★ MRS. RUTH M. HATHORNE has been elected president of the township high school board in Waukegan, Ill.

PERSONAL NEWS OF SUPERINTENDENTS

- ★ FRANK B. TOLSON is the new superintendent of

schools at Dodge City, Kans., replacing W. H. Crawford.

★ LYNN F. MOORE, of Albemarle, Va., has accepted the superintendency of the Saltville school division, in Smyth County.

★ DONALD W. JOHNSON, of Rockport, Mo., has been elected superintendent at Excelsior Springs.

★ WARD GRUNDY has been elected superintendent of the Morton township high school and grade school at Morton, Ill.

★ RALPH W. CHERRY, of Owensboro, Ky., has resigned in order to accept a position on the staff of the State University.

★ HOWARD E. WOODS has been elected acting superintendent of schools at Belzoni, Miss., to succeed Dudley Brumfield. E. C. TRAYLOR has accepted the superintendency for the school year 1954-55.

★ RAY SALABA has accepted the superintendency at Rock Lake, N. Dak.

★ CHRIS CORBIN is the new superintendent at Fort Smith, Ark.

★ B. H. HILL has accepted the superintendency at Waseca, Minn.

★ SUPT. J. NELSON MOWLS, of Grove City, Pa., has been re-elected with an increase in salary.

★ GUS COSMAN is the new superintendent at Frederika, Iowa.

★ CEDRIC A. VIC, of New Richmond, Wis., has accepted the superintendency at Rhinelander.

★ CECIL L. RICE, of North Haven, Conn., has accepted the superintendency at Westbury, L. I., N. Y. CHARLES T. ST. CLAIR succeeds Mr. Rice at North Haven.

★ FLOYD C. BURNETT, who served as principal of the schools at Ladonia, Tex., for two years, has been elected superintendent of Ladonia Schools. He holds a master of science degree from East Texas State Teachers College.

★ ANDREW M. BIRD has been elected superintendent of the Hart County, Ky., schools for the term beginning July 1, 1954.

★ SUPT. J. L. BRACKEN, of Clayton, Mo., has been named to serve on the Educational Policies Commission in Washington, D. C.

★ HAROLD S. KONVOLINKA, of Duquesne, Pa., has been elected for a four-year term.

★ LAWRENCE S. REARDON has accepted the superintendency at Bradock, Pa.

★ TOM J. MAYFIELD, of Artesia, N. Mex., has accepted the superintendency as Las Cruces.

★ EDWIN GREEN is the new superintendent of schools at Owasa, Iowa.

★ SUPT. WESLEY BADDLEY, of Union, Iowa, has been re-elected for another year.

★ B. H. STARR, of Owasa, Iowa, has accepted the superintendency at Donnelson.

★ FRANK THOMAS, of Valley Falls, Kans., has been appointed a member of the staff of the U. S. Office of Education. He has been superintendent of schools in Valley Falls since 1945.

★ ROMAIN P. MACKIE has been appointed Chief of the Division of Exceptional Children and Youth in the U. S. Office of Education, Washington, D. C.

★ JAMES K. LITTLE, of Madison, Wis., has been appointed Deputy Commissioner of Education in Washington, D. C.

★ SUPT. MERRELL M. BERRY, of Chillicothe, Ohio, has been re-elected for a new three-year term, beginning September, 1954. Mr. Berry is now serving his nineteenth year as head of the schools.

★ SUPT. H. VIRGIL CRUMBLING, of Oil City, Pa., has been re-elected for his third four-year term.

★ KARL BOHREN, of Clairton, Pa., has been re-elected.

★ W. H. CRAWFORD, of Dodge City, Kans., has accepted an associate professorship at Washington State College, Pullman.

★ SUPT. B. H. VANDEN BELT, of the Lincoln school district near Ypsilanti, Mich., retired on July 1, in order to become associated with an Ypsilanti architect as educational consultant. Mr. Vanden Belt has completed forty years of continuous service in the Michigan schools.

★ R. T. SMITH is the new superintendent of schools at Rockwall, Tex.

SCHOOL BONDS

★ Los Angeles, Calif. Sold \$30,900,000 at 101 1/77 for 2 1/2%.

★ State of Maryland sold \$13,085,000 at bid of 100.1399 for a net interest cost of 1.735 per cent.

★ Forsyth County, N. C., sold \$5,000,000, at net interest cost of 2.11 per cent.

★ Champaign, Ill. Sold \$2,065,000 at net interest cost of 2.037911 per cent.

★ New Orleans, La. The Orleans parish board sold \$3,000,000, at 2.67 per cent.

★ Duluth, Minn. Approved \$6,000,000.

★ Niles, Mich. Approved \$3,600,000.

★ Fairfax County, Va. Sold \$4,000,000. Interest, 2.87 per cent.

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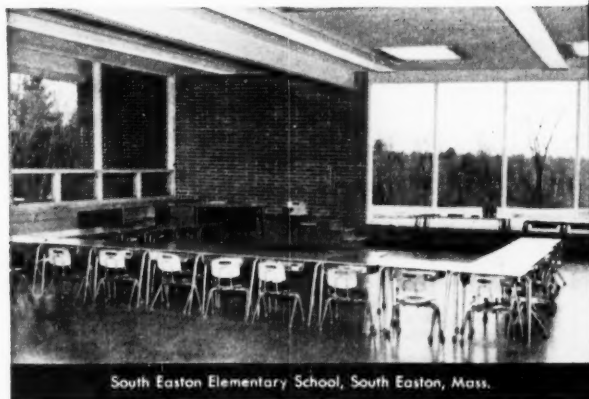
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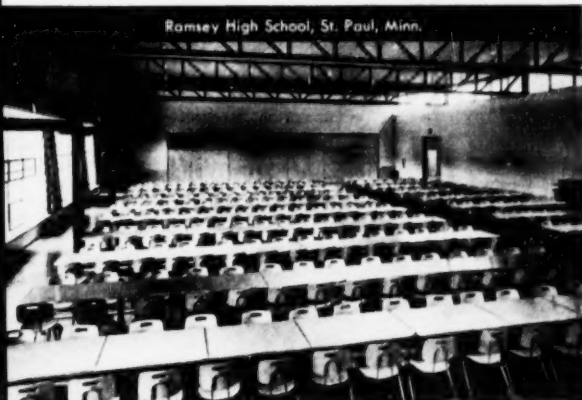
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NEW PUBLICATIONS for SCHOOL EXECUTIVES

School Design and Construction

By J. A. Godfrey and R. Castle Cleary. Cloth, 373 pp. Architectural Press, London, England.

This book provides a review of present architectural thinking on schoolhouse design in the British Isles. While the recommended construction tends to greater economy than American practice, there is remarkable similarity in the over-all planning, the use of one-story layouts for elementary schools, the campus style of secondary school, the experiments in overhead and other supplementary lighting of classrooms, etc.

Three Years of Progress

Paper, 32 pp., 50 cents. American Association of School Administrators, Washington 6, D. C.

This booklet reports the accomplishments of the Cooperative Program in Educational Administration during its first three years. It is intended to give an over-all picture of progress made toward the ultimate goal of professional status and recognition for the school administrator.

Court Decisions on Teacher Tenure

Paper, 23 pp., 25 cents. National Education Association, Washington 6, D. C.

A digest of 1953 findings dealing with tenure of contract laws in 14 states. Except for one Oregon case involving the validity of the contract, the courts upheld the school boards.

Pupils' Day in Court

Paper, 19 pp. Compiled and issued by the Research Division of the National Education Association, Washington 6, D. C.

The decisions are abstracted under three headings, including admission and attendance, injuries, and miscellaneous covering transportation, corporal punishment, and sectarian education. Of the 36 cases in 16 states, 23 were concerned with pupil injuries.

School Teacher's Day in Court

Paper, 34 pp. Compiled and issued by the Research Division of the National Education Association, Washington 6, D. C.

The 53 opinions rendered in 25 states dealt with teacher dismissals, tenure, compensation for injuries, and retirement.

Federal, State, Local Tax Correlation

A symposium conducted by the Tax Institute. Cloth, 248 pp. Published by the Tax Institute, Inc., Princeton, N. J.

Twenty-one public officials and experts in taxation and economics discuss the need for: (1) better correlation of taxation methods, (2) intergovernmental relations, (3) federal and state aid, (4) jurisdictional conflicts, and (5) potentialities of co-operation.

High Spots in 1953 State School Legislation

Paper, 51 pp. Compiled and published by the Research Division of the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

Contains the state school enactments of major importance to the schools in 44 states and three outlying areas. The legislation is classified by topics and indexed by states and includes legislation on teachers and staff personnel, pupil personnel, general administration, school finance, and higher education.

Buying-Selling Code for Schools

Paper, 8 pp. National School Service Institute, 27 East Monroe St., Chicago 3, Ill.

This statement of principles for school authorities and firms who sell teaching materials, school equipment, and supplies to boards of education outlines the basic standards for those engaged in purchasing and those engaged in the manufacture and sales of materials. It sets up the fact that the welfare of the children is the first consideration in the economy and quality of all articles bought or sold for the schools. It further develops standards for service to be rendered by manufacturers and vendors and requires a high basis for reliability in all dealings.

For the benefit of school executives and school boards, standards are set up for the taking of bids and the placing of orders, and for the procedures to be followed for mutual agreement and co-operation.

The basic materials in the statement have been ap-

proved by the executive officers of the American Association of School Administrators, the Association of School Business Officials, and the National School Boards Association. Copies are available without cost from the National School Service Institute.

Salary-Schedule Policies Affecting Principals, Supervisors and Directors

Paper, 42 pp., 25 cents. May, 1954. Research Division, National Education Association, Washington 6, D. C.

Describes the typical method of scheduling salaries for administrative officials and offers a formula for arriving at the salary of administrative officers.

Good and Bad School Plants

Compiled by Wayne O. Reed and E. Glenn Featherstone. Paper, 77 pp., 50 cents. U. S. Government Printing Office, Washington 25, D. C.

This brochure includes pictures of school buildings representing a wide range from good to bad; some of the pictures illustrate well-planned functional facilities; others show obsolete buildings erected as far back as 1800. Pictures of good plants reveal that many children and youth are housed in school plants which are safe, sanitary, attractive, comfortable, and functional. Pictures of bad plants reveal that many children are attending schools which are unsafe, insanitary, unattractive, and uncomfortable.

Responsibilities of Superintendents in Massachusetts

Compiled by C. Warren Gardner. Paper, 18 pp. Issued by the Co-operative Program in Educational Administration of New England. Harvard Graduate School of Education, Cambridge 38, Mass.

This year's study, by members of the Franklin County, Mass., School Superintendents' Association, outlines the responsibility of the superintendent to (a) the public, (b) for the program of studies, (c) to the school committee, (d) in supervision. Relations of superintendents and committee members are especially emphasized.

A Statement of Policies

A handbook for school boards. Paper, 35 pp. New York State School Boards Association, Inc., Albany, N. Y.

This handbook, prepared by John W. Polley, and Donald H. Ross, of Teachers College, Columbia University, is intended as a guide to aid school boards in developing their own policies. It provides local officials with a background of information relating to administration policies, offers a list of subjects requiring policy determination, and references to the Education Law and other statutes and rules of the State Commissioner explaining in detail the obligations and responsibilities of school boards.

The Superintendency of Public Schools

By Willard B. Spalding. Cloth, 54 pp., \$1.50. Harvard University Press, Cambridge, Mass.

This 1953 Inglis Lecture in Secondary Education emphasizes the present-day conditions—political, social, professional, and international which lead to anxiety in the office of the chief city school executive.

Selection and Placement of Teachers

Compiled by Dr. Raymond J. Schlicher and J. C. Wright. Paper, 8 pp. Published by the Iowa State Teachers College, Cedar Falls, Iowa.

A guide to be used by school boards, superintendents, and placement bureaus in the selection and employment of teachers in public schools. The booklet was prepared and issued with the co-operation of the Iowa Association of School Boards, the Iowa Teacher Placement Association, and the Iowa Association of School Administrators.

Improving Instruction

By Sanger Steel. Paper, 19 pp., 40 cents. Metropolitan School Study Council, 525 West 120th St., New York 27, N. Y.

This check list deals with the means of improving instruction through better supervisory practices and represents the thinking of master teachers and supervisors in the field.

Living in Chelsea

By Rheta M. Arter. Paper, 43 pp., 50 cents. The Center for Human Relations Studies, 157 West 13th St., New York 11, N. Y.

This study in human relations describes the patterns of living and the molding influences—physical, racial, educational, religious, governmental—of an old area in lower Manhattan between 14th and 30th Streets and 6th and 12th Avenues.

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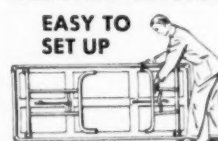
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IN WYOMING

(Concluded from page 45)

another within the eight-year period. A total of 36 job switches resulted in superintendents simply serving different Wyoming communities. With certain exceptions, if these changes were to reflect professional advancement, one would expect a progressive movement toward the larger schools. In fully two thirds of the exchanges, such was not the case. Twenty of these moves found superintendents in another school of the same size. In four, the move was to a smaller system. Of course, some new jobs, even in the same size or smaller system, resulted in increased salaries or the opportunity to work in a better physical plant or a more desirable community. Some were forced by board dismissal. Whatever the cause, such a game of "ring around the rosie" lends nothing to the stability of the superintendency.

Still another aspect of this problem warrants attention. Since 1948, a total of 96 superintendents have left their Wyoming jobs, not yet to return. A few moved on to superintendencies in other states; some have returned to classroom teaching positions; many have left the profession for other vocations. A few were failures, but most of these men had much to offer educational leadership. Their loss affects the continuity of the educational programs and means that an inordinate number of superintendencies must be filled each year by inexperienced men.

The Basic Difficulty

Basic to this entire problem are the salaries paid to superintendents of schools. This is especially true among those small schools which have recorded the greatest turnover in administrative personnel. Between 1948 and 1954, the salaries of all Wyoming teachers increased by 32 per cent. The salaries paid to superintendents in these 59 districts employing fewer than 20 teachers increased by only 25 per cent. At the same time the Consumers' Price Index rose by 28 per cent, and total wages and salaries in the United States increased by 77 per cent. It must be admitted that a portion of the latter increase was the result of an increase in the labor force.

True, salaries of superintendents have been increased during the past few years, sometimes in the face of opposition raised by a vocal minority of the public they serve. What should be called continually to the attention of boards of education and all citizens who desire improved programs of education is that salaries of both teachers and administrators have not kept pace.

If the parade is to stop, if we are not to continue to lose our experienced school administrators to business and industry, if superior leadership is to be attracted to the school superintendency — boards of education must be supported in a determined effort to meet the competition. Salaries of school superintendents must be as good as or better than those commanded by men in comparable positions of trust and leadership in other occupations. The fact is they are not. Check your own school system. Have you done enough?



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PERSONAL NEWS

DR. MOORE RETIRES

Dr. Clyde B. Moore, of Cornell University, Ithaca, N. Y., on July 1 became professor emeritus of education. Dr. Moore will continue his nonteaching activities, which include a full schedule of writing books, lecturing, consulting, and working with educational organizations. During the summer he will lecture at the George Peabody College for Teachers, Nashville, Tenn.

TRAYNOR HEADS BOARD

William B. Traynor has been re-elected president of the Chicago board of education for another two-year term. SIDNEY P. BROWN was re-elected vice-president, and WALTER McDONALD, secretary.

LEVITT NEW BOARD HEAD

Arthur Levitt, a member of the New York City board of education for less than two and a half years, has been elected president of the board. He succeeds Andrew G. Clauson, Jr., Richmond member who had completed five consecutive terms.

PERSONAL NEWS OF SUPERINTENDENTS

★ The board of education of Pasadena, Calif., has reappointed DR. ROBERT S. GILCHRIST as assistant superintendent of schools for 1954-55. Dr. Gilchrist was appointed by Superintendent Goslin and has been recommended by Dr. Stuart McComb, successor to Dr. Goslin.

★ DR. RAYMOND E. POLICH, associate superintendent of schools of Los Angeles, Calif., who is retiring after 42 years of service, was recently tendered a testimonial dinner by leading schoolmen and citizens.

★ DR. ROBERT M. HUTCHINS, former chancellor of Chicago University, has been elected president of the New York Fund for the Republic. The Fund was established last year by the Ford Foundation and has received an outright grant of \$15,000,000.

★ WILLIAM M. STAERKEE, of El Dorado, Kans., is the new superintendent of schools at Beatrice, Neb.

★ DANA P. WHITMER, of Gary, Ind., has accepted the superintendency at Pontiac, Mich. He succeeds F. J. DuFrain, who has retired.

★ D. W. FRAZER, of Gothenburg, Neb., has been elected superintendent at York.

★ B. E. KWANTZ, of Central City, Neb., has been elected president of the Nebraska Schoolmasters' Club.

★ DALE F. DAVIS, of Sheboygan Falls, Wis., has accepted the superintendency at Sparta.



Dr. Chaffee

★ DR. CHARLES E. CHAFFEE, of Stratford, Conn., has been elected superintendent of schools at Bethlehem, Pa., for a four-year term beginning July 5, 1954. Dr. Chaffee, who succeeds John Hedge, holds an M.A. degree from Bucknell University and a doctor of education degree given by New York University.

★ DONALD S. KEELER is the new superintendent of schools at Elmira, N. Y.

★ LOUIS BLUMBERG, of Woodridge, N. Y., has been elected superintendent of schools of the Fallsburgh central school district, Fallsburgh, N. Y. He entered the Fallsburgh school system in 1945 and served as principal of the secondary schools of the district. Prior to that he was supervising principal in Woodridge.

★ NORMAN J. AARON, of Atlanta, Ga., has been elected president of the Southeastern Association of School Business Officials, following its annual meeting in New Orleans.

★ HERBERT R. HAGSTROM has been elected assistant superintendent of schools at Portsmouth, N. H. He was formerly principal of the junior high school.

★ PHILIP J. HICKEY, superintendent of schools of St. Louis, Mo., has been endorsed by the Missouri Association of School Administrators as a candidate for

the presidency of the American Association of School Administrators.

★ SUPT. L. E. WERMAGER, of Fergus Falls, Minn., has been re-elected for a sixth year as head of the schools.

★ After 26 years of service, SUPT. W. H. KRUSCHKE, of Rhinelander, Wis., has resigned because of ill health.

★ HARRY A. JAGER, an official of the U. S. Office of Education, and a veteran school administrator, died May 10 in Washington, following a stroke. He joined the staff in 1937 and was in charge of the guidance service.

★ WILLIAM H. BRIDGES has been elected assistant superintendent of the Bibb County schools at Macon, Ga.

★ DR. VIRGIL M. ROGERS, dean of the School of Education of Syracuse University, Syracuse, N. Y., has been appointed chairman of the Educational Advisory Council of the National Association of Manufacturers. He succeeds Dr. Russell D. Cole.

★ M. R. GARNER has been elected superintendent of schools at Carrizo Springs, Tex.

★ G. H. PURPLE is the new superintendent at Ilion, N. Y.

★ FRANK MONROE is the new superintendent at Highland Park, Tex.

★ RAY TUCKER has accepted the superintendency at Stigler, Okla.

★ J. E. WALKER has been elected superintendent at McLoud, Okla.

★ C. T. BOWMAN, of Wellsburg, W. Va., has accepted the superintendency at Mendota, Calif.

★ WILLIAM V. CAMPBELL has been elected superintendent of schools in Homestead, Pa.

★ D. F. ENGELKING is the new superintendent at Blackfoot, Idaho.

★ SUPT. GEORGE W. FRASER, of Middletown, Pa., has been re-elected for his sixth four-year term.

★ ROBERT M. HALL is the new superintendent of schools at Hayden, Colo.

★ WILLIAM BOLT, of Spencer, Iowa, has accepted the superintendency at Perry.

★ CHARLES H. SAFFNER is the new superintendent of the Worth County School Dist. R-1 schools at Grant City, Mo.

★ FRANK THOMAS, of Valley Falls, Kans., has been appointed a member of the staff of the U. S. Office of Education in Washington.

★ ROBERT E. WILSON is the new superintendent of schools at Mansfield, Ohio, where he succeeds W. L. Miller.

★ E. A. VAN ATTA, of North Baltimore, Ohio, has accepted the superintendency at West Liberty.

★ QUENTIN DOTY has accepted the superintendency at Royalton, Minn.

★ W. L. ROWLAND is the new superintendent at Minneola, Kans.

★ VICTOR DRAHEIM, of Wall Lake, Iowa, is the new superintendent at Independence, Iowa.

★ HONGE PHILLIPS is the new superintendent at McCrory, Ark.

★ EVERT F. STOEHLER, of Clairton, Pa., has accepted the superintendency at Vandergrift, Pa.

★ ROBERT H. KISER is the new superintendent at Prescott, Iowa.

★ C. W. MONTFORD has accepted the superintendency at Logan, Iowa.

★ MARION CLARK, of Kiron, Iowa, has accepted the superintendency at Elliott.

★ W. D. JONES has been named acting superintendent at Harlan, Ky., to succeed O. B. Dabney.

★ L. N. PIER has accepted the superintendency at Avon, S. Dak.

★ L. A. GRISMER is the new superintendent at Bellingham, Minn.

★ BLAINE RONNE, of Waco, Neb., has been elected superintendent of the Garden County high school at Oshkosh, Neb.

★ WILLARD HUNZAKER, of Endicott, Neb., has accepted the superintendency at Daykin.

★ CHARLES W. BISH is the new superintendent at Belpre, Kans.

★ GORDON H. WATKINS, of Creighton, Neb., has accepted the superintendency at Lyman.

★ GLEN D. TABOR, of Arlington, Neb., has been elected superintendent at Valley.

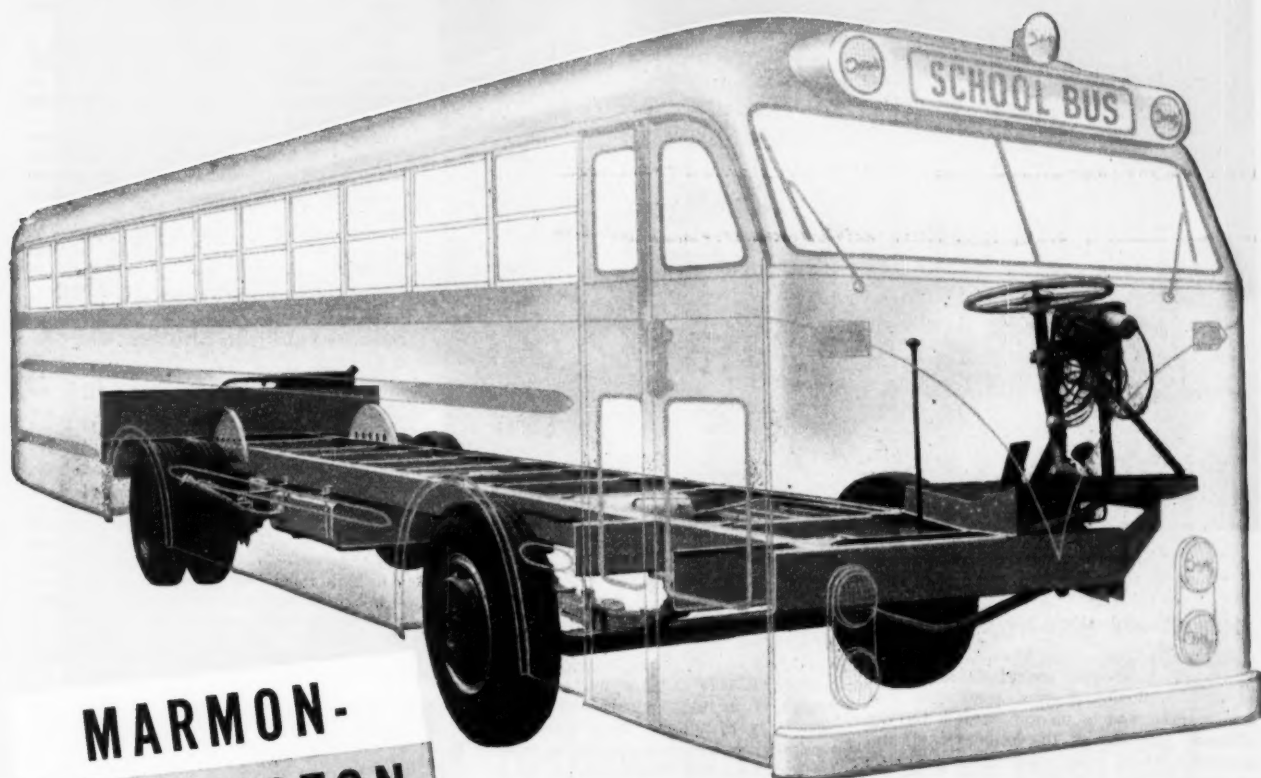
★ CLAYTON HOON, of Barlow, Ky., has accepted the superintendency of the Franklin-Simpson schools in Franklin, Ky.

★ H. J. FITZGERALD, of Elkhorn, Iowa, has accepted the superintendency at Marcus.

DUNNAN ELECTED

Donald W. Dunnan, of Malone, N. Y., is the new superintendent of schools at Meadville, Pa., succeeding Warr n P. Norton. Mr. Norton is retiring from the superintendency in July after 25 years of service. Before going to Meadville he was superintendent at Sharpsville and Girard, Pa.

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Here is a transit-type school bus chassis that's a complete departure from the make-shift conventional truck chassis commonly used. **Safe-Way's** rear-mounted engine places front door and driver ahead of front wheels—gives driver unobstructed view of children entering, leaving and passing in front of bus. Other important **Safe-Way** features include: **modern high-compression V-8 engine for faster acceleration, smoother performance—oversize air brakes for quicker, safer stopping—wide frame and tread for greater lateral stability—between-wheels seating for better, safer load balance.** These and other outstanding advantages make this the finest, safest school bus chassis in history. Completely approved by leading school body builders and adopted as standard for transit-type bodies. Write for complete information today—and send your children to school the **Safe-Way!**



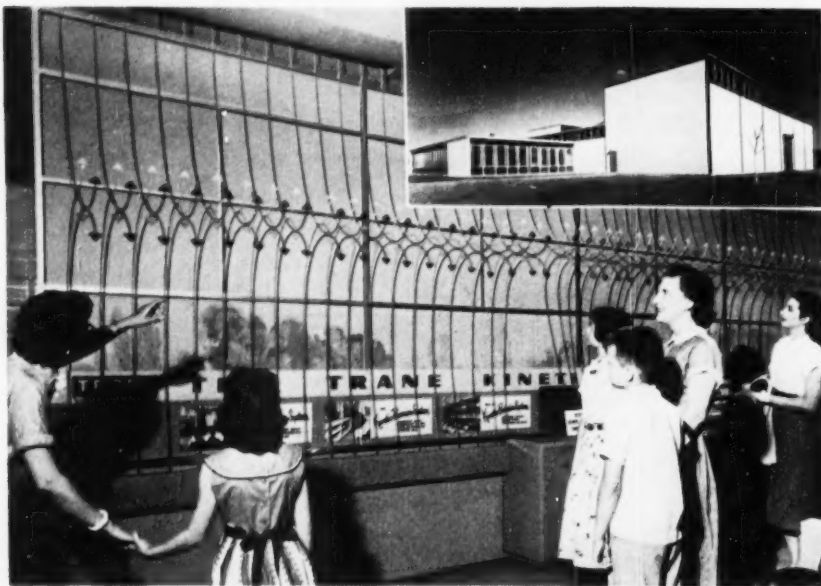
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News of Products for the Schools



The Trane kinetic schoolroom ventilating and heating unit is an important "test unit" in the new million-dollar Trane testing laboratory.

HOUSE OF WEATHER MAGIC

A research laboratory devoted to the unlocking of the scientific and mechanical secrets of air conditioning, heating, ventilation, and heat transfer and to pioneer research for the ultimate solution of the problems of the peacetime use of atomic power, was dedicated on Sunday, May 23, 1954, at La Crosse, Wisconsin, by the Trane Company, leading manufacturers in the air conditioning, heating, and cooling fields. The laboratory which is aptly designated as a "House of Weather Magic," provides in its 45,000 square feet of floor space, areas for both original research and definitive testing of new inventions, as well as routine controls for the betterment of accepted devices. The testing devices can duplicate the withering heat of a jetplane or 65 degrees below zero F.; air motion at 60 miles per hour, or the complete quiet of a soundless, sound-proof room. The importance of the work carried on in the Laboratory attracted a visit of Robert LeBaron, President Eisenhower's top military adviser on atomic energy. At a press dinner, Mr. LeBaron discussed the peacetime development of atomic power and called for an all-out government program to speed the development of atomic power as a means of safeguarding the peace.

Among the devices under repeated test is the Trane unit ventilator, designed especially for schoolroom use. The tests are devised to improve still further the "kinetic barrier" action of the unit which forces tempered air quietly upward along the entire window area or outer wall of a schoolroom. In cold weather the rising tempered air completely prevents cold drafts from reaching the pupils sitting near the windows. The air flows continuously even when the heat is off, acting during the warm periods of the day to offset the warmth of the children's bodies and the solar heat from the windows.

The new Laboratory, an important section of which is devoted to "classified atomic" research for the U. S. Government, is intended primarily to better living and working conditions in the United States and only secondarily to aid the Trane Company economically. A complete descriptive booklet is available to school authorities.

New Folding Table

Designed to increase seating capacity, a folding Half-Table has been placed on the market by Midwest Folding Products, Roselle, Ill.

Table diameter is 60 inches, height is 29½ inches. Tables are made with three-fourths inches hot lacquered fir tops. One of the features of this table is its exclusive "Du Honey 70" lock, which automatically locks the legs into rigid position.

For further information write: Midwest Folding Products, Section S.B.J., Roselle, Ill.

(For Convenience Circle Index Code 050)

Auto-Lok Awning Window

Ludman Corporation, No. Miami, Fla., has introduced a new Auto-Lok aluminum awning window with torque bar operation to supplement its line of standard Auto-Lok windows. Retaining operating principles of the standard window, Ludman's torque bar brings in the bottom night vent, leaving other vents open and automatically locked.

To eliminate welding, pinning or other devices, the new torque bar assembly is radially splined, and is concealed in the sill. All anchor housings have been eliminated on the jambs. Ludman's "Power-Light" operator, in either over-the-sill or angle type styles, will be standard equipment on this new "Model B" window.

The Auto-Lok Torque Bar aluminum awning window is available in the same types and sizes as the "Model A" standard window.

For further information write: Ludman Corporation, Section S.B.J., North Miami, Fla.

(For Convenience Circle Index Code 051)

Butler Steel Building

Butler Mfg. Co., Kansas City, Mo., has introduced a new, low-cost building called the "Panl-Frame." Faster erection is possible due to the channel and Z-frame work of the Panl-Frame building. Panels can be bolted together inside and then taken outdoors for field erection.

The versatility of the new design makes it adaptable to most building needs. It is available in widths of 4-16 feet, with either 8- or 10-foot wall heights at any length in multiples of two feet.

Other features in the Panl-Frame are a new walk-in door with strong frame, a slide door riding on a galvanized track, grooved-in weather sealing, and wide selection of window locations.

For further information write: Butler Mfg. Co., Section S.B.J., 7400 E. 13th St., Kansas City, Mo.

(For Convenience Circle Index Code 052)

Draper Skylight Shades

The L. O. Draper Shade Company, Spiceland, Ind., has announced development of the "Lite-Lock" skylight shade, a new shade for darkening plastic dome, glass block, or panel skylights. The Lite-Lock shade offers full daylight control since it may be adjusted for complete or partial darkening, or rolled clear of the skylight opening.

Draper Lite-Lock shades are self-contained units to be mounted against the ceiling and around the skylight opening. The shade is enclosed in a roller box for access to shade or window. Steel side channels support the shade. The shades are pulley-controlled, manually or with a window pole. Steel stays, encased in pockets running parallel with the roller, stiffen



"Lite-Lock" Shade

the shade, rolling up with it. Shades are available in black or tan-and-black duplex materials. For skylights exceeding 48 inches in width, the Draper Special-Supported skylight shade is recommended.

For further information write: L. O. Draper Shade Co., Section S.B.J., Spiceland, Ind.

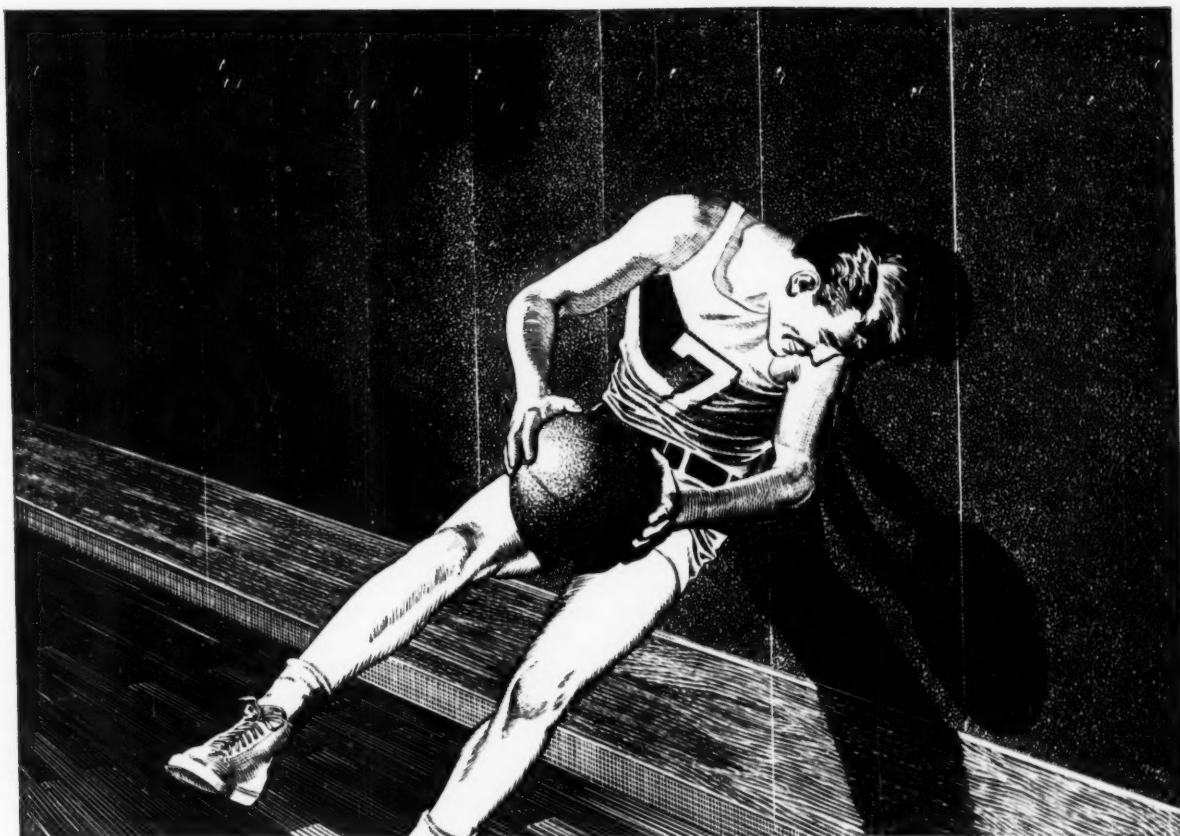
(For Convenience Circle Index Code 053)

Wayne School Bus

Among features of the new Wayne school bus body introduced by Wayne Works, Richmond, Ind., are emergency exit windows—each has an unobstructed opening of more than 13 inches.

"Panoramic Driver Vision" and rear "Curva-Corner" wrap-around windows, offer more clear-view area. Marproof aluminum inner walls prevent costly defacing. A new lockbolt fastening device, under development in the in-

(Continued on page 66)



NEW cushion-wall cuts gym injuries! costs little more than hard surface walls

The installation of new Spongex Safety-Cushion Wainscot sharply reduces the frequency and severity of injuries from crashes against gym walls.

Spongex Safety-Cushion Wainscot comes in resilient, shock absorbing panels . . . attractively covered with plastic sheeting . . . ready for easy installation. In new construction, its cost compares favorably with most hard surface walls.

This specialized cushion-wall was made possible through the knowledge gained by The Sponge Rubber Products Company in years of experience, designing and producing crash pads for the automotive and aircraft industries.

Whether building or remodeling, your school can be safer for indoor sports with Spongex Safety-Cushion Wainscot. Write to us today; we'll be glad to help.

Peoria State Hospital Bartonville, Illinois
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Huntington School Shelton, Connecticut
Newtown School Newtown, Connecticut
Spring Glen School Hamden, Connecticut
Lawrence High School Lawrence, Long Island, N. Y.
Poughkeepsie High School Poughkeepsie, New York
California State Polytechnic College San Luis Obispo, California
Jewish Community Center Los Angeles, California

Redding School Redding, Connecticut
* Jewish Community Center Springfield, Massachusetts
Woodland Avenue School Hicksville, Long Island, N. Y.
* Catholic High School Escanaba, Michigan
* Greenville High School Greenville, Mississippi
* Shelton High School Shelton, Connecticut
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* Goodwin School Hartford, Connecticut
* Rocky Hill School Rocky Hill, Connecticut
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SPONGEX[®] Cellular Materials

THE SPONGE RUBBER PRODUCTS COMPANY, 55 Derby Place, Shelton, Connecticut
In Canada: Canadinn Sponge Rubber Products, Ltd., Waterville, Quebec

News of Products . . .

(Continued from page 64)



Rear Window Area

dusty for years, is incorporated in the model at all structural joints.

Wayne's new "Air-Wedge" emergency kick-out windshield, which has no centerpost, can be pushed out in an emergency, even by a child, but cannot be pushed in by the wind.

For further information write: *Wayne Works, Inc., Section S.B.J., Richmond, Ind.*

(For Convenience Circle Index Code 054)

Economic Roof Repair

A new "one-coat" roof resurfacing and repair process which is intended to reduce man hours and costs, is announced by the Monroe Company, Cleveland, Ohio. Basis of the

method is utilization of "No-Rot," a new reinforcing fabric, in conjunction with Monroe Rufferseal Siliconed Roof Coating.

No-Rot is composed of fireproof Fiberglas threads woven to form a meshlike screen; it can be laid right on the old roof. It is then coated with Rufferseal which binds it firmly to the surface below and places a protective coat over it. Substantially less roof coating is required by this method.

No-Rot is said to be impervious to rot and decay and immune to dampness. It is also reputed to possess great tensile strength and to be exceptionally light in weight.

For further information write: *The Monroe Company, Section S.B.J., 10703 Quebec Ave., Cleveland 6, Ohio.*

(For Convenience Circle Index Code 055)

Catalogs and Booklets

★ A new bulletin on the Barber-Colman Electric "Control Center" gives complete information on how to improve the engineering and installation of automatic controls for heating, ventilating, and air conditioning. Bulletin F 5265-1 shows how a better control system can be installed profitably and satisfactorily. For a copy write: *Barber-Colman Company, Section S.B.J., Rockford, Ill.*

(For Convenience Circle Index Code 056)

★ W. J. Voit Rubber's new 1954 catalog of rubber and rubber-covered athletic equipment is now available. The 32-page booklet illustrates and describes approximately a hundred Voit items, including new additions to the line such as the yellow official XV20 Basketball, Biddy Basketballs, colored playground-utility balls, super-soft softballs (with sponge rubber centers), and others. For copies

write: *Advertising Dept., W. J. Voit Rubber Corp., Section S.B.J., 1600 E. 25th St., Los Angeles, Calif.*

(For Convenience Circle Index Code 057)

★ The significant principles and components of electronic data processing equipment are described in "Light on the Future," an illustrated booklet available from International Business Machines Corp., New York. After a comparison of the construction and applications of analogue and digital computers, it explains the organization of digital computers and describes the input, storage, arithmetic, control and output components. Copies are free from: *IBM Dept. of Information, Section S.B.J., 590 Madison Ave., New York 22, N. Y.*

(For Convenience Circle Index Code 058)

★ A new catalog entitled "The Fourth 'R' in the Modern School . . ." has been published for school administrators showing the complete new line of metal furniture fashioned for schools by Royal Metal Mfg. Co., Chicago. The detailed publication includes photographs and specifications. Copies obtainable from: *Royal Metal Mfg. Co., Section S.B.J., 175 N. Michigan Ave., Chicago 1, Ill.*

(For Convenience Circle Index Code 059)

★ A comprehensive handbook of symmetric silver-mirrored reflectors for any type of installation is available in Bulletin C of the Pittsburgh Reflector Co., Pittsburgh. A second section catalogs the metal enclosed downlights available as complete assemblies for ceiling recessed applications. Full details are included. For a copy write: *Pittsburgh Reflector Co., Section S.B.J., 418 Oliver Bldg., Pittsburgh 22, Pa.*

(For Convenience Circle Index Code 060)



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Code No.	Page No.	Code No.	Page No.	Code No.	Page No.
70	Adams & Westlake Co.. 2	723	Midwest Folding Products 52	737	Sylvania Electric Products, Inc. 8
	Aluminum Windows		Folding Tables & Benches		Fluorescent Lighting Fixtures
71	All Steel Equipment, Inc.. 12	724	Mississippi Glass Co.... 16	738	Taylor Co., Halsey W... 52
	Lockers, Cabinets, Desks		Diffusing Glass		Drinking Fountains
72	American Playground Device Co. 56	725	Mitchell Mfg. Co..... 60	739	Tucker, Duck & Rubber Company 62
	Playground Equipment		Folding Tables & Stands		Folding Chairs
73	American Seating Co.... 52	726	National School Service Institute 60	740	Wayne Works, The.... 55
	School Seating		Assoc. School Supply Distributors		Bus Bodies
74	Arlington Seating Co.... 61	727	Nesbitt, Inc., John J. 4th cover		
	School Seating		Heating & Ventilating Equipment		
75	Beckley-Cardy Co. 60	728	Poblocki and Sons Co... 58		
	School Seating		Display Cases		
76	Brunswick-Balke-Collender Co. 57	729	Powers Regulator Co... 7		
	School Furniture		Temperature Controls		
77	Butler Mfg. Co..... 47	730	Premier Engraving Co... 66		
	Steel Buildings		Engravers		
78	Continental Steel Corp... 62	731	Richards-Wilcox Mfg. Co. 49		
	Playground Enclosures		Folding Partitions		
79	Crane Company 9	732	Sanymetal Products Co., Inc. 2nd cover		
	Plumbing Fixtures		Shower Stalls, Toilet Compartments		
710	Draper Shade Company, Luther O. 53	733	Sexton & Co., Inc., John. 68		
	Shades		Institutional Food		
711	Fenestra Building Products 13	734	Sloan Valve Co..... 1		
	Steel Windows		Flush Valves		
712	General School Equipment Co. 51	735	Sponge Rubber Products Co. 65		
	School Furniture		Material for Wainscoting Gyms		
713	Goodyear Tire & Rubber Company 15	736	Stephens-Jackson Co.... 50		
	Tires		Slate Blackboards		
714	Griggs Equipment Co... 58				
	School Seating				
715	Herman Nelson Unit Ventilator Products, American Air Filter Co., Inc. 11				
	Heating & Ventilating				
716	Heywood-Wakefield Co.. 53				
	School Furniture				
717	International Business Machines Corp.... 10 & 59				
	Electric Typewriters, Program Clocks				
718	International Harvester Company 14				
	Buses, Motor Trucks				
719	Kewaunee Mfg. Co.... 6				
	Laboratory Equipment				
720	Maple Flooring Mfrs. Assn. 4				
	Flooring				
721	Marmon-Herrington, Inc. 63				
	Trucks				
722	Medart Products, Inc., Fred..... 3rd cover				
	Steel Lockers				

NEWS OF PRODUCTS FOR THE SCHOOLS

050	Midwest Folding Products 64
	Folding Table
051	Ludman Corporation.... 64
	Model B Window
052	Butler Mfg. Co..... 64
	Panel-Frame Building
053	L. O. Draper Shade Co... 64
	Lite-Lock Shade
054	Wayne Works, Inc..... 64
	School Bus
055	The Monroe Company.. 66
	No Rot Roof Coating
056	Barber-Colman Co. 66
	Bulletin
057	W. J. Voit Rubber Corp.. 66
	Catalog
058	International Business Machines Corp. 66
	Booklet
059	Royal Metal Mfg. Co.... 66
	Catalog
060	Pittsburgh Reflector Co... 66
	Bulletin C

THE AMERICAN SCHOOL BOARD JOURNAL

July, 1954

Please send information offered in the advertisements we have encircled.

ADVERTISING INDEX

70	74	78	712	716	720	723	726	729	732	735	738
71	75	79	713	717	721	724	727	730	733	736	739
72	76	710	714	718	722	725	728	731	734	737	740
73	77	711	715	719							

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050	051	052	053	054	055	056	057	058	059	060
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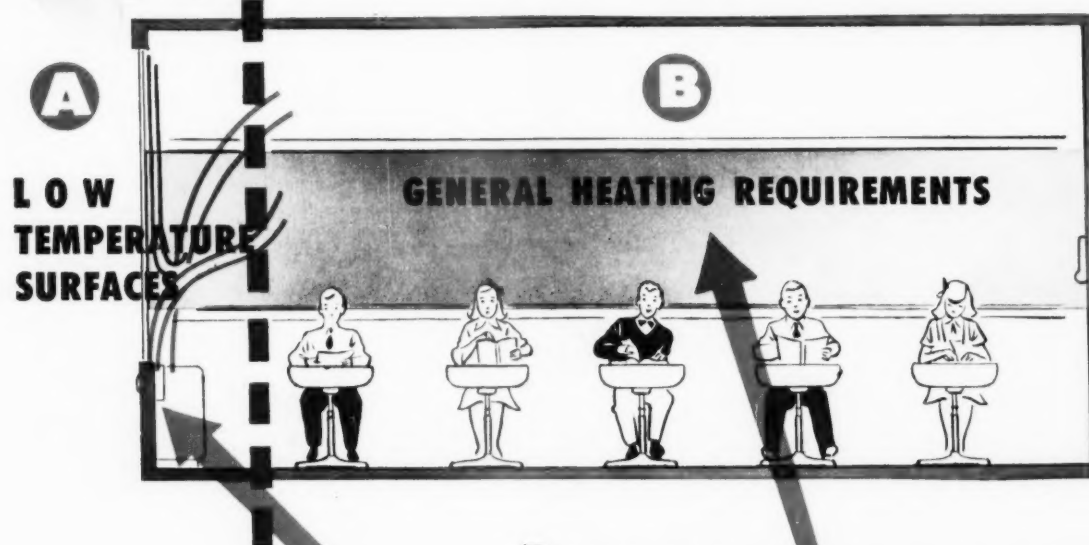




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